Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin TX 78701-1494	Received Texas Education Agency 2014 JAN 22 PM 1:01 Document Control Center
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Southside Independent School District	741496715	1460 Martinez Losoya Road	
Mailing address line 2	City	State	ZIP Code
	San Antonio	TX	78221
County-District # Campus number and name	ESC Region #	US Congressional District #	DUNS #
015-917	20	23	835610700

Primary Contact

First name	M.I.	Last name	Title
Mary	E.	Bandy	Dir. Fed Programs/ Compliance
Telephone #	Email address		FAX #
210-882-1600, ext. 5124	mary.bandy@southside .k12.tx.us		210-626-0101

Secondary Contact

First name	M.I.	Last name	Title
Carl	S.	Scarbrough	Director of Curriculum
Telephone #	Email address		FAX #
210-882-1600, ext. 5116	carl.scarbrough@southside.k12.tx.us		210-626-0101

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Ricardo	R.	Vela	Interim Superintendent
Telephone #	Email address		FAX #
210-882-1600, ext. 5105	ricardo.vela@southside.k12.tx.us		210-626-0101
Signature (blue ink preferred)			Date signed
			January 21, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 015-917		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	**# of Schedule Being Amended**	**Description of Change**	**Reason for Change**
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Southside ISD is one of the poorest school districts in San Antonio, Texas, and all Southside ISD schools are receiving **Title I funds**. Situated along the city's southernmost border between San Antonio Bexar and Atascosa Counties Southside ISD is located in an extremely impoverished, rural, isolated region in Bexar County. As a high-needs district, Southside ISD serves **5,123 students** district-wide from Early Education through 12th grade. Approximately, **90% (4,600) of the District's students are Hispanic,** 80.4% **(4,117) are economically disadvantaged,** 14.3% **(732) are English Language Learners (ELL),** and **55.3% (2,832) are at-risk.**

As part of the planning stages to respond to the Texas Education Agency (TEA) Educator Excellence Initiative Program (EEIP), Southside ISD conducted a thorough systemic needs assessment which identified several areas of accomplishments and growth as well as exposing areas of challenge and concern. Of urgent concern is the chronic low student achievement, lack of academic preparedness, and limited college readiness demonstrated by district youth. According to the TEA 2012-13 Texas Academic Performance Report (TAPR), **not one of Southside ISD's schools met state averages** for STAAR-EOC assessments in Math, Writing, or Social Studies. District-wide aggregate results for STAAR-EOC assessments were significantly lower than state standards as demonstrated: Reading 73% (state standard 80%); Math 70% (state standard 79%); Writing 50% (state standard 63%); Science 72% (state standard 82%); and Social Studies 63% (standard 76%). Further, 2013 TEA Accountability Ratings for several Southside ISD schools (Pearce Primary, Heritage Elementary) – **Did Not Meet Expectations** and Improvement Required (IR), while **four out of seven schools are identified as Focus** Schools (Pearce Primary, and Heritage Elementary, Freedom Elementary, and Gallardo Elementary schools). College readiness rates for Southside ISD students are similarly bleak. In 2012, only 61% of students graduated college-ready for English Language Arts, 49% for Mathematics, and an alarming 38% of students graduated college-ready in both subjects. Only 7.1% of Southside ISD students taking SAT or ACT college entrance exams tested at or above criterion.

A growing body of research indicates that lack of student achievement can be attributed to inexperienced teachers and high staff turnover. The Measures of Effective Teaching (MET) Project recently released findings from a three-year, large scale (3,000 teachers) educational study demonstrating that the quality of teachers directly affects test score results regardless of a student's past performance (MET Project, 2013). Southside ISD's low state assessment scores and college readiness rates demonstrate major deficiencies which can be attributed, in part, to inexperienced, ineffective teachers and administrators. Yet educating hard-to-serve student populations in one of the most rurally isolated, economically distressed regions in San Antonio, Southside ISD experiences significant challenges in the recruitment and retention of highly effective, experienced teachers and principals. To serve its **5,123 students,** Southside ISD employs a total of **689 staff** including **21 school administrators** and **346 teachers.** Of the District's 8 Principal's, 62% (5 administrators) have three or less years of experience as a Principal while one individual is in his first year in this position. Of the District's 12 Assistant Principals, 92% (11 administrators) have three or less years of experience as Assistant Principals while 58% (7 administrators) are in their first year in this role. Average years of service for Principals and Assistant Principals at their current school are 1.6 years and 1.8 years, respectively. Of the District's 346 teachers, 72% (243 teachers) have 10 years or less experience, 32% (108 teachers) have 1 – 5 years of experience, and 7% (24 teachers) are in their beginning year. The average years of teacher experience is 8.8, almost three years less than the state average (11.5 years). Only 23% of teachers have a Master's degree and only one of 346 teachers has a Doctorate.

Recurring high staff turnover each school year has had a devastating impact on Southside ISD student achievement and performance where students are not testing proficient in state assessments for core subjects and are not graduating college ready. Regrettably, Southside ISD is chronically challenged by high staff turnover. District teacher turnover rates increased from 11.6% in 2009-10 to 14.3% in 2011-12. In 2013-14, 14.2% (49) of Southside ISD's 346 teachers and 40% (8) of the District's 21 Principals and Assistant Principals did not return.

In response to these critical and pressing student, campus, and district needs, Southside ISD developed ***Project LEAP – Leaders & Educators Awarded for Progress.*** The primary goal of ***Project LEAP*** is to improve student achievement and performance in Southside ISD's high need, economically disadvantaged schools through the implementation of comprehensive, proven effective approaches that will support staff in becoming highly effective leaders and educators. ***Project LEAP*** objectives are to: 1) Implement effective recruitment, hiring and induction practices; 2) Create and implement effective, mentoring, coaching, retention and evaluation practices; 3) Implement effective professional development aligned to needs; 4) Implement a career pathway for advancement, recognition and compensation; and 5) Increase student interest in learning and overall academic performance.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project LEAP is endorsed by 80% of Southside ISD's leadership and educators and will build upon experiences and lessons learned through the Texas Teacher Incentive Fund (TIF) through which three of our schools currently participate. Similar to ***Project LEAP***, Texas TIF is designed to improve student achievement in high need schools through the recruitment, retention, and performance-based compensation of highly effective teachers and principals. Grant funding will allow Southside ISD the opportunity to extend these efforts to all of our schools district-wide.

Southside ISD's total 2-year budget to implement ***Project LEAP*** is **$1,999,998** ($999,999 per year). Approximately **63% ($1,255,000)** of the total budget request has been allocated to create attractive compensation plans and incentives as well as to recruit and retain highly effective teachers. Through ***Project LEAP***, Southside ISD will improve student performance and achievement in all of our schools by implementing evidenced-based practices that enhance teacher, principal, and educator knowledge, competencies, and skills and target the entire timeline of an educator's career. Directly aligned with the purpose and goals of TEA's EEIP, and based on the most current research on teacher and principal effectiveness in high need, high poverty schools, ***Project LEAP's*** proven effective practices include:

1) Induction and Mentoring: ***Project LEAP*** will implement a comprehensive and robust induction system at each of the District's schools. Through the incorporation of structured and comprehensive training, mentorship opportunities, and professional collaboration opportunities, new teachers will be equipped with the knowledge, tools, and skills to support their classroom performance and careers success. Aligned with TEKS and state standards, ***Project LEAP*** Induction system activities will include: New Teacher Orientation; New Teacher Mentoring Program; Ongoing Formative Review of First Year and New Teacher Performance, Performance-based Academic Coaching Teams (PACT) and; and Ongoing Professional Development.

2) Evaluation: A comprehensive evaluation process integrating both summative and formative evaluation will be implemented through ***Project LEAP***. *Stronge's Teacher Effectiveness Performance Evaluation System*, an evidence-based teacher observation, appraisal assessment, and rubric online similar to the Texas TAP system, will provide the base of the summative evaluation. Using *Stronge's Evaluation System* standards, multiple measures of teacher performance will be assessed including student feedback, teacher self-assessments, student evaluations, and multiple classroom observations which will provide timely feedback to teachers on pedagogical and professional performance. An ongoing formative evaluation will assess progress towards project goals/objectives, milestones, and projected outcomes.

3) Professional Development and Collaboration: Through ***Project LEAP***, a multitude of professional development opportunities strategically aligned to professional standards and measures of performance, including but not limited to Project Share, and ESC-20, will be offered throughout the school year. Southside ISD will utilize collaborative partnerships (Stronge & Assoc., Texas Center for Educator Excellence (TxCEE), System for Effective Educator Development (SEED), Texas A&M University-San Antonio, Ready for Day One, New Teacher Project, and Teach for America) to leverage professional development resources and training opportunities in evidence-based, proven effective pedagogy and other education areas. ***Project LEAP*** Collaborative Learning Communities (CLCs) imbedded throughout the school week will provide additional opportunities for professional development during which teachers, administrators, and staff can collaborate pedagogically with peers, share instructional challenges and best practices, discuss classroom observations and obtain feedback, take on campus leadership roles, and improve their instructional practices.

4) Strategic Compensation and Retention: Utilizing *Stronge's Evaluation System*, ***Project LEAP*** will implement a performance-based and differentiated compensation system which will provide opportunities for career advancement, support educators' pedagogical growth, and strengthen the recruitment and retention of highly effective educators. ***Project LEAP*** has allocated significant grant resources to recruit effective teachers, offer performance-based salary augmentation to retain high quality teachers, and provide incentives for teachers to take on added roles and responsibilities. Southside ISD will supplement and add to its current salary schedule and not supplant.

5) Recruiting and Hiring: Through ***Project LEAP,*** Southside ISD will enhance human resources hiring and recruitment practices. Proven effective strategies to successfully attract and hire highly-qualified and highly-effective teachers, principals, and staff will be implemented (hiring bonuses, incentives, etc.). Early hiring practices, such as student teaching opportunities and a comprehensive induction process, will support new teachers in becoming highly-effective.

6) Creating Career Pathways: Through ***Project LEAP,*** Southside ISD will implement a comprehensive career pathways model specifically designed to encourage and support teachers in their professional and career growth. This career pathways model will create opportunities for career advancement for teachers at all levels, including differentiated incentives and salary augmentation for increased roles and responsibilities, promoting effective teacher retention.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 | Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$879,500	10,000	$889,500	$879,500	10,000	$889,500
Schedule #8	Professional and Contracted Services (6200)	6200	$68,000		$68,000	$68,000		$68,000
Schedule #9	Supplies and Materials (6300)	6300	$20,620		$20,620	$20,620		$20,620
Schedule #10	Other Operating Costs (6400)	6400	$21,879		$21,879	$21,879		$21,879
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0		$0	$0		$0
	Total direct costs:		$999,999		$999,999	$999,999		$999,999
	Percentage % indirect costs (see note):		$0		$0	$0		$0
	Grand total of budgeted costs (add all entries in each column):		$999,989	10,000	$999,989	$999,989	10,000	$999,999

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$999,999	$999,992
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$99,999	$99,999

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 015-917				Amendment # (for amendments only):		
	Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher/Lead Master			58	$222,000	$222,000
2	Educational aide				$	$
3	Tutor				$	$
Program Management and Administration						
4	Project director			1	$40,000	$40,000
5	Project coordinator				$	$
6	Teacher facilitator				$	$
7	Teacher supervisor				$	$
8	Secretary/administrative assistant					
9	Data entry clerk				$	$
10	Grant accountant/bookkeeper				$	$
11	Evaluator/evaluation specialist				$	$
Auxiliary						
12	Counselor				$	$
13	Social worker				$	$
14	Community liaison/parent coordinator				$	$
Other Employee Positions						
15						
16					$	$
17					$	$
18		Subtotal employee costs:			$262,000	$262,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			$0	$0
20	6119	Professional staff extra-duty pay (Compensation Pay)			$606,500	$606,500
21	6121	Support staff extra-duty pay (Compensation Pay)			$21,000	$21,000
22	6140	Employee benefits			$0	$0
23	61XX	Tuition remission (IHEs only)			$0	$0
24		Subtotal substitute, extra-duty, benefits costs			$627,500	$627,500
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$889,500**	**$889,500**

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Texas A&M	☐	$3,000	$3,000
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$3,000	$3,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1

Specify topic/purpose/service: Teacher and Administrator, Principal Appraisal System ☐ Yes, this is a subgrant

Describe topic/purpose/service: Silver Strong & Associates

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$0	$0
Contractor's subgrants, subcontracts, subcontracted services		$0	$0
Contractor's supplies and materials		$0	$0
Contractor's other operating costs		$25,000	$25,000
Contractor's capital outlay (allowable for subgrants only)		$0	$0
Total budget:		$25,000	$25,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015-917 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: External Evaluator		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Formative and Summative Evaluation			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 3	$36,500	$36,500
	Contractor's subgrants, subcontracts, subcontracted services		$0	$0
	Contractor's supplies and materials		$1,000	$1,000
	Contractor's other operating costs		$2,500	$2,500
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:		$40,000	$40,000
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$0	$0
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:			
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:			
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$0	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:			

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 015-917		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$0	$0
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$3,000	$3,000
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$65,000	$65,000
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$0	$0
	(Sum of lines a, b, c, and d) Grand total	**$68,000**	**$68,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 015-917				Amendment number (for amendments only):			
Expense Item Description							
	Technology Hardware—Not Capitalized						
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized (Value-Added Calculations SAS)					$19,000	$19,000
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$1,620	$1,620
	Grand total:					**$20,620**	**$20,620**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015-917		Amendment number (for amendments only):	
	Expense Item Description	**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$21,879	$21,879
	Grand total:	**$21,879**	**$21,879**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 015-917			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	**$**	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 5,123

Category	Number	Percentage	Category	Percentage
African American	47	0.9%	Attendance rate	95.0%
Hispanic	4,600	89.8%	Annual dropout rate (Gr 9-12)	1.8%
White	444	8.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%
Asian	17	0.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7.0%
Economically disadvantaged	4,117	80.4%	Students taking the ACT and/or SAT	56.9%
Limited English proficient (LEP)	732	14.3%	Average SAT score (number value, not a percentage)	1273
Disciplinary placements	189	3.3%	Average ACT score (number value, not a percentage)	18.0

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	12	4%	No degree	0	0%
Hispanic	202	60%	Bachelor's degree	258	77%
White	119	35%	Master's degree	78	23%
Asian	2	0.6%	Doctorate	1	0.3%
1-5 years exp.	108	32%	Avg. salary, 1-5 years exp.	$44,038	N/A
6-10 years exp.	111	33%	Avg. salary, 6-10 years exp.	$45,470	N/A
11-20 years exp.	68	20%	Avg. salary, 11-20 years exp.	$50,044	N/A
Over 20 years exp.	26	8%	Avg. salary, over 20 years exp.	$57,453	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	297	358	432	396	384	394	407	329	403	392	417	287	329	298	5,123
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	297	358	432	396	384	394	407	329	403	392	417	287	329	298	5,123

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	19	20	21	22	24	25	28	28	28	28	26	26	26	26	346
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	19	20	21	22	24	25	28	28	28	28	26	26	26	26	346

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southside ISD is one of the poorest school districts in San Antonio, Texas, and all Southside ISD schools are eligible for Title I **funds**. Situated along the city's southernmost border between San Antonio Bexar and Atascosa Counties, Southside ISD is located in an extremely impoverished, rural, isolated region in Bexar County. Southside ISD serves **5,123 students** district-wide from Early Education through 12th grade. Approximately, **90% (4,600) of the District's students are Hispanic, 80.4% (4,117) are economically disadvantaged, 14.3% (732) are English Language Learners (ELL)**, and **55.3% (2,832) are at-risk**.

Needs Assessment Process: As part of the planning stages to respond to the Texas Education Agency (TEA) Educator Excellence Initiative Program (EEIP), Southside ISD conducted a thorough systemic needs assessment to identify campus and district strengths, areas of concern, and prioritize campus and district needs. Through this comprehensive assessment, Southside ISD district and campus leadership reviewed multiple data sources including district and campus improvement plans, STAAR-EOC assessment scores, TEA demographic data, state accountability ratings, teacher/ administrator data, proven research, and district policies. Several focus and planning groups were also held with the Superintendent, Principals, Assistant Principals, teachers, and non-classroom staff.

Identified Needs: Southside ISD's thorough assessment process identified several areas of accomplishments and growth while, at the same time, exposing areas of challenge and concern. Data from TEA's Texas Academic Performance Report (TAPR) 2012-13 District Profile revealed several challenges that confirm Southside ISD is a high needs district including high staff turnover, low student achievement, and limited college readiness. District teacher turnover rates increased from 11.6% in 2009-10 to 14.3% in 2011-12. Similarly, in 2013-14, 14.2% (49) of Southside ISD's 346 teachers and 40% (8) of the District's 21 Principals and Assistant Principals did not return. Of further concern is Southside ISD's continued challenge in supporting student achievement and college readiness. A review of campus and district achievement revealed that all Southside ISD schools continue to demonstrate ongoing low student academic achievement. According to the TEA 2012-13 Texas Academic Performance Report (TAPR), **not one of Southside ISD's schools met state averages** for STAAR-EOC assessments in Math, Writing, or Social Studies. District-wide aggregate results for STAAR-EOC assessments were significantly lower than state standards as demonstrated: Reading 73% (state standard 80%); Math 70% (state standard 79%); Writing 50% (state standard 63%); Science 72% (state standard 82%); and Social Studies 63% (standard 76%). Further, 2013 TEA Accountability Ratings for several Southside ISD schools (Pearce Primary, Heritage Elementary) **Did Not Meet Expectations** and Improvement Required (IR), while **four out of seven schools are identified as Focus Schools** (Pearce Primary, and Heritage Elementary, Freedom Elementary, and Gallardo Elementary schools). College readiness rates for Southside ISD students are similarly bleak. In 2012, only 61% of students graduated college-ready for English Language Arts, 49% for Mathematics, and an alarming 38% of students graduated college-ready in both subjects. Only 7.1% of Southside ISD students taking SAT or ACT college entrance exams tested at or above criterion compared to 24.9% for the state. The District's dismal record of student achievement and college readiness preparation demonstrates major areas of challenge and need which can, in part, be attributed to inexperienced campus administrators, teachers with limited instructional experience, minimal professional support (coaching/ mentoring), and high teacher and principal turnover. As reflected in a Policy Brief for the National Commission on Teaching and America's Future (*The High Cost of Teacher Turnover*, 2007), "*The consequences of high teacher turnover are particularly dire for our nation's low-performing, high-poverty schools. Many of these schools struggle to close the student achievement gap because they never close the teaching quality gap – they are constantly rebuilding their staff*". **Prioritization of Needs:** Upon completing the comprehensive needs assessment, Southside ISD's Leadership Team (Superintendent, Assistant Superintendent, Principals, Assistant Principals, department leads, etc.) reviewed and assessed areas of strength and challenge as they related to district and campus policies, resources, infrastructure, instruction, capacity building, and support mechanisms. The District also sought feedback from key stakeholders including teachers, administrators, educators, faculty, students, and parents to identify priority needs. After reviewing and assessing all feedback, the Leadership Team prioritized needs based upon students' most pressing and urgent academic demands. Needs determined to be of critical importance to student achievement received the highest priority while needs having less direct impact on student performance received lower priority. Prioritization also took into account the time needed to address and/or eliminate challenges as well as the District's mission, policies, resources, campus/district improvement plans, and teacher/educator support.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Southside ISD students, particularly ELA and Special Education populations, are not demonstrating high levels of academic success. Student learning and achievement is not sufficient to score proficient on state assessments (STAAR-EOC) or graduate meeting state college or career ready status. Students are not participating in rigorous courses (AP, Gifted/Talented, Dual Credit) to be competitive in a global economy.	***Project LEAP's*** evidence-based practices and incorporation of data driven instruction will support students in learning, attaining proficiencies in core subjects, and scoring proficient in state assessments. Through professional development, teachers will enhance their instructional techniques to more effectively support student learning. Stronge's Teacher/Leader Performance Standards will be utilized to measure teacher performance through student academic progress.
2.	As a result of limited resources, Southside ISD lacks a robust teacher mentoring program through which first year, new, and tenured teachers can receive extensive technical guidance and support. Lacking funds, their current mentoring program is not sufficient to effectively support, prepare, and retain teachers and educators.	***Project LEAP*** will implement a comprehensive, robust teacher mentoring program based on proven research and evidence-based models (SEED/PACT). Collaborative Learning Master and Mentor Teachers will be selected to mentor and provide ongoing guidance to new, first year and tenured teachers, deliver pedagogical professional development, and support educators' professional growth.
3.	Budget constraints limit Southside ISD's capacity to access and utilize effective educator evaluation assessments, data management instruments, and information systems. In turn, the District's current educator evaluation system is insufficient for a district of this size. Insufficient tools and systems impede the District's capacity to accurately compile teacher and student performance data and execute an effective strategic compensation plan.	***Project LEAP*** will acquire and utilize proven effective educator evaluation systems including Stronge's Teacher Performance Standards. This system will also be used to compile and analyze data, measure progress, assess campus value-added and teachers' impact on student growth, and determine strategic performance-based compensation. Teachers will have access to evidence-based professional development (SEED learning system) designed to enhance instructional pedagogy, classroom management, and data-driven decision-making. Educators and administrators will receive training in the implementation of effective educator evaluation systems.
4.	Structured Career Pathways for the professional advancement and promotion of effective teachers, educators, principals, and non-classroom staff (counselors, librarians, nurses, etc.) are limited. Incentives for teachers and staff to take on additional professional responsibilities which support student learning are also minimal due to budget limitations.	***Project LEAP*** will encourage and reward teaching excellence through performance-based incentives, promotion, and career advancement. Grant funded resources will support salary augmentation and incentives for effective teachers and educators. Staff who become Collaborative Learning Master and Mentor Teachers will receive salary augmentation. Incentives will be provided to teachers who take on additional responsibilities (pedagogical training, classroom observation, etc.).
5.	Southside ISD lacks assertive human resources marketing and recruiting systems and practices to effectively attract and retain highly-qualified and highly-effective teachers and principals in hard to staff schools and subject areas. The District also lacks a comprehensive induction process to adequately prepare and effectively retain new teachers.	Through ***Project LEAP,*** Southside ISD will enhance human resources marketing and recruitment practices. Proven effective strategies to successfully attract and hire highly-qualified and highly-effective teachers, principals, and staff will be implemented (hiring bonuses, incentives, etc.) New teachers will be supported in becoming highly-effective through an enhanced comprehensive induction process. Performance based incentives and salary augmentation will support teachers' career advancement.

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Schedule #14—Management Plan

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Collaborative Learning (CL) Director	Qualifications: Master's in related field, certification in mid-management, Texas teaching certificate, 5 years of experience in program & fiscal management, 5 years of experience in supervision/professional development and 5 years of teaching experience in public school education.
2.	Collaborative Learning (CL) Master Teacher	Qualifications: Valid Texas teaching certificate meeting NCLB definition of Highly Qualified required. Minimum of 5 years successful teaching experience in public school education. Bachelor's degree in relevant academic discipline required, Master's degree preferred.
3.	Collaborative Learning (CL) Mentor Teacher	Qualifications: Valid Texas teaching certificate required. Minimum 3 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work. Bachelor's degree in relevant academic discipline required. Supplemental duties/responsibilities are conducted in addition to classroom instruction and include salary augmentation.
4.	Training Consultants	Require extensive knowledge of and 10 years of experience in field of training. Preferred: Experience in professional development to improve teacher and administrator effectiveness.
5.	External Evaluator	Require 10 years of experience in: evaluating federal and state programs, scientific evaluation methodologies, educational program implementation. Master's or Doctorate degree preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Implement effective recruitment, hiring and induction practices	1.	Recruitment/hiring incentives developed and policy changes	04/01/2014	05/15/2014
		2.	LEAP CL Director and highly qualified candidates hired	04/15/2014	06/30/2014
		3.	Induction of new teachers/educators implemented	06/01/2014	06/30/2016
		4.	Annually retiring/resigning teachers stay due to program	09/01/2014	06/30/2016
		5.	Number of effective teachers increases by 15% annually	09/01/2014	06/30/2015
2.	Create and implement effective, mentoring, coaching, retention and evaluation practices	1.	Mentors selected, trained and assigned mentee	06/01/2014	07/31/2014
		2.	Teacher /non-classroom staff evaluation system set	08/01/2014	06/30/2016
		3.	Teachers/educators report career satisfaction pre/post rate	08/15/2014	06/30/2016
		4.	Attrition rate of mentor/mentee increases over annually	08/01/2014	06/30/2015
		5.	Retention of teachers/educators increase by 20% annually	08/01/2014	06/30/2015
3.	Implement effective professional development aligned to needs	1.	District/Partners implement professional development	04/30/2014	05/30/2016
		2.	Teacher integrate new pedagogical strategies in classroom	09/01/2014	06/30/2016
		3.	Progress in instructional and leadership practices observed	10/01/2014	06/30/2016
		4.	Teacher/educators satisfied with training pre/post rate	09/01/2014	06/30/2015
		5.	Students meeting state Level II/III scores increases by 15%	04/01/2014	05/30/2016
4.	Implement a career pathway for advancement, recognition and compensation	1.	Campus CL Master/Mentor Teachers promoted and/or hired	04/01/2014	04/30/2014
		2.	CL Master/Mentor Teachers trained to provide support	04/30/2014	06/15/2014
		3.	Teachers/educators advance beyond basic level annually	09/01/2014	06/30/2016
		4.	Evaluation domains show increases in value added scores	09/01/2014	06/30/2015
		5.	Teachers and educators compensation increases annually	09/01/2014	06/30/2015
5.	Increase student interest in learning and overall academic performance	1.	Teachers trained/students engage in rigorous pedagogy	07/15/2014	06/30/2016
		2.	Students interest in learning increase annually pre/post rate	09/01/2014	06/30/2015
		3.	Students enrollment in AP courses increase pre/post rate	01/01/2015	06/30/2016
		4.	Student attendance increase annually pre/post rate	09/01/2014	06/30/2015
		5.	Core content STAAR scores increase annually pre/post rate	09/01/2014	06/30/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring Attainment of Goals/ Objectives: The District Educational Improvement Council (DEIC) consisting of the Superintendent, Assistant Superintendent, Principals, Collaborative Learning (CL) Director, teachers, staff, and parents will be established to monitor, support, and guide the overall direction of the project. Supported by the DAC, Southside ISD will follow current established district-wide procedures to implement a continual Performance Quality Improvement (PQI) process, monitor ***Project LEAP*** progress towards TEA EEIP performance measures and ensure project success. The ***Project LEAP*** Leadership Team (CL Director, CL Mentor/Master Teachers, campus administrators, and staff), external evaluator, and the DEIC will communicate weekly (Quarter 1) and bi-weekly (Quarter 2 – 4) to discuss project activities, progress, accomplishments, challenges, and barriers as well as to seek and provide guidance and feedback on project direction. Similarly, Teacher Collaborative Learning Communities (CLCs), including Collaborative Learning (CL) Master and Mentor Teachers, and Campus CLCs will meet weekly and bi-weekly, respectively, to assess progress and challenges and develop plans for program enhancement. An external evaluator will gather qualitative and quantitative data to assess progress and recommend adjustments, as needed. Data regularly collected and assessed will include: 1) campus level data for student performance (grades in core courses, STAAR-EOC test results, AP or dual credit enrollment, attendance, disciplinary incidents, etc.); 2) campus level teacher, staff, and human resources data related to EEIP performance measures (participation in mentoring and collaborative learning, professional development, retention, etc.); and 2) classroom observation data. **Communicating Program Status and Changes:** Each month the CL Director and external evaluator will communicate information regarding project status and changes to stakeholders including the Leadership Team, DEIC, and Teacher, Campus, Principal, and District CLCs regarding current evaluation results, progress towards performance measures, challenges and barriers, and to solicit recommendations and develop plans for improvement (as needed). Evaluation reports will be submitted to the District, Leadership Team, TEA, DAC, and all CLCs quarterly and annually. Social media, district and campus web-pages, school newsletters, emails/eblasts, and announcements at PTA meetings will be used to share project status updates and program modifications with teachers, students, parents, and community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Projects and Coordination of Efforts to Maximize Effectiveness: Southside ISD is committed to ensuring the ongoing success of our students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, the District will make concerted efforts to sustain this critical project over time. Three of Southside ISD's elementary and intermediate campuses are part of the federally funded Texas Teacher Incentive Fund (TIF) Program. Similar in scope to ***Project LEAP***, the primary goal of Texas TIF is to improve student achievement in high need schools through: 1) a comprehensive strategy aimed at rewarding teachers and principals for effectiveness with performance-based differentiated compensation and 2) recruiting and retaining high quality teachers and principals in high need schools and hard-to-staff subject areas. Through Texas TIF, strong partnerships have been established with the Texas TAP System, TxCEE, SEED, TAMUSA, and New Teacher Project. To maximize the effectiveness of grant funds and sustain the program over time, these partnerships, as well as other resources, will be leveraged. ***Project LEAP*** and Texas TIF efforts will be coordinated at the District level and will include leveraging related resources and services (including district/campus administrator time, guidance in program planning/service delivery etc.) at no cost to the program. **Ensuring Participant Commitment:** As part of Texas TIF, Southside ISD has already developed comprehensive organizational processes to support ***Project LEAP*** operations. More importantly, as a result of these experiences a clear majority (80%) of Southside ISD leadership and staff strongly support ***Project LEAP***. Participant commitment will be solidified by providing teachers with access to multitude of professional development opportunities and innovative practices that will enhance their teaching skills, improve teacher effectiveness, and support teachers in sustaining growth in their field. Performance based compensation and incentives for effective teachers will further enhance morale and ensure commitment to the project's success. Finally, project support will be solidified by soliciting and including the perspectives and input of key school and community stakeholders through the DEIC, CLCs, and the Leadership Team.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	**Formative Evaluation**	1.	# of Master/Mentor Teachers per year; # of certified classroom observers per year; Teacher self-assessment increases after classroom observation;
		2.	# of new teachers participating in induction activities per year; # of new and experienced teachers mentored per year;
		3.	# of hours & topics of professional development; # of collaboration hours
2.	**Formative Evaluation (continued)**	1.	# of participating teachers, administrators, & staff; Their satisfaction level with professional development, mentoring, and activities per year;
		2.	# of teachers/administrators who receive performance-based bonuses per year & # who receive augmentation pay for added responsibilities per year;
		3.	# of teachers who are hired and/or retained due to incentives per year;
3.	**Formative Evaluation (continued)**	1.	Attrition and retention rates of teachers and administrators per year;
		2.	Academic achievement growth of all students in: participating teachers' classrooms & tested grades school-wide; Value-added scores increase/yr;
		3.	Increase in # of students: promoted each year; scoring proficient on SAT/ACT; receiving credit from AP or dual enrollment courses;
4.	**Formative Evaluation (continued)**	1.	Increase in students': core course grades; attendance rates; graduation rates; and STAAR-EOC scores;
		2.	Administrator, teacher, staff, student & parent satisfaction levels increase;
		3.	Increase or decrease in: teacher and administrator Stronge rubric & scores per year; % of teachers scoring proficient of better in Stronge rubrics;
5.	**Summative Evaluation**	1.	# of teachers and administrators who received performance-based bonuses per year or augmentation pay for added responsibilities per year;
		2.	Multiple classroom observations will measure teacher performance. Teacher's average value added score will increase each year;
		3.	Number of teachers, administrators, and school staff receiving recognition and awarded performance-based differentiated compensation.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data: Baseline data for ***Project LEAP*** participants will be collected during the first quarter. Ongoing program and student level data will be collected quarterly, semi-annually, and annually. Data collection tools and methodologies will include, but are not limited to: staff, teacher, and student surveys and interviews; and teacher and administrator evaluations (Stronge Evaluation System). Program-level data collected for each campus will include: number and type of program activities offered; number of participants served; and data for EEIP performance measures (hours of collaboration, classroom observation results, etc.). Student-level academic data collected will include: grades; demographics; activity participation rates; SAT/ACT data; AP/dual enrollment; STAAR-EOC results; and attendance, graduation, and college enrollment rates. To assess ongoing progress towards performance indicators, the external evaluator will evaluate data quarterly and provide progress reports. A comprehensive summary of year-end progress of qualitative/quantitative data on performance indicators will be conducted. **Identification and Correction of Problems:** As part of Performance Quality Improvement efforts, and as recommended by the Stronge educator evaluation system, the external evaluator, key District staff (CL Director, CL Master/Mentor Teachers), and members of the Leadership Team, DAC, and Teacher, Campus, Principal, and District CLCs will meet quarterly to assess and review Stronge rubrics, program level data, and student level data. Progress, challenges, and lessons learned will be discussed. If program deficiencies are identified or progress towards performance measures are not being met, a project improvement plan will be implemented using feedback and recommendations to immediately correct deficiencies.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To ensure that all new teachers are adequately prepared to succeed within the Southside ISD, ***Project LEAP*** will implement a comprehensive and robust induction system at each of the District's schools. Through the incorporation of structured and comprehensive training, mentorship opportunities, and professional collaboration opportunities, new teachers will be equipped with the knowledge, tools, and skills support their success in the classroom and their careers. All Southside ISD first year (no years of teaching experience) and new (1 – 3 years of experience) teachers will be required to participate in all induction activities for up to three years until they receive tenured status (4+ years). Experienced teachers new to Southside ISD will also be required to participate in induction activities for a minimum of one year. ***Project LEAP*** induction system activities will include: 1) New Teacher Orientation; 2) New Teacher Mentoring Program; 3) Ongoing Formative Review of First Year and New Teacher Performance and; 4) Ongoing Professional Development. All induction system activities will be aligned with Texas Essential Knowledge and Skills (TEKS), state assessment (STAAR-EOC), and *Stronge Teacher Effectiveness Performance Evaluation* standards.

1) New Teacher Orientation: Prior to the beginning of each school year, new teachers (first year, new, and all teachers new to Southside ISD) will be required to participate in a two-day district and campus orientation. The orientation will be held during the summer the month before school starts at each of Southside ISD's schools. Activities will be coordinated by the Collaborative Learning (CL) Master Teacher, Principal, and Assistant Principal at each respective campus. All participating teachers will receive an overview and copy of Southside ISD's Employee Handbook which provides extensive details on all District policies, procedures, HR and legal requirements, and District resources. Teachers will also receive a summary and copy of the District and Campus Improvement Plans. To increase familiarity with the campus, new teachers will also receive tours of the campus and all available resources. Teachers will also be allocated time to meet with administrators, CL Mentor Teachers, teachers instructing similar grades or subjects, and other staff who can offer support for first week of school preparation as well as throughout the school year. To further prepare new teachers for the upcoming school year, first year and new teachers will also be required to participate in a three-day Literacy Across the Curriculum training, along with monthly implementation monitoring, which will guide effective instruction to support improved literacy, analytical, and problem solving skills of students in core subject areas.

2) New Teacher Mentoring Program: ***Project LEAP*** will implement a New Teacher Mentoring Program at each of Southside ISD's schools. Utilizing the System for Effective Educator Development (SEED) campus leadership framework, a pool of Collaborative Learning (CL) Master and Mentor Teachers will be established to comprehensively support and guide new and first year teachers throughout the school year. Mentor Selection and Compensation: CL Master and Mentor Teachers will be committed, tenured, certified, and degreed with a minimum of five and three years of successful teaching experience, respectively. Preferred skills and knowledge include: Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience; student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions; and instructional expertise demonstrated through model teaching, team-teaching, and student achievement gains. While CL Master and Mentor teachers selected from Southside ISD's current pool of qualified teachers are preferred, an external search may be required if we experience a lack in qualified and interested candidates. Selection of CL Master and Mentor Teachers will be made by a thorough review of personnel records, student academic accomplishments (core courses, state assessments, etc.), peer recommendations, annual evaluations, certifications, and relevant professional development. CL Master and Mentor Teachers will receive additional compensation of $6,000 and $3,000 annually, respectively. Mentor Training: Prior to initiating mentor relationships, the CL Mentor Teacher will be required to participate in the New Teacher Center Program-Advancing New Teacher Practices mentor training (3 days). This proven-effective training addresses mentors' abilities to respond to each new teacher's individual developmental and contextual needs and to promote the ongoing examination of classroom practices. Strategies are discussed to support teachers in acquiring critical knowledge and skills during their early years of instruction as well as to guide them in their career-long developmental process. Training topics include, but are not limited to: defining mentor roles; self-assessing professional knowledge and skills; identifying new teacher needs; accountability and supervision; data collection, analysis and interpretations skills; teacher attrition, etc. Mentor/Mentee Meetings: As possible, CL Mentor Teachers will be paired with individuals teaching the same subject, grade level, or with previous experience teaching similar grades and subjects.

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Utilizing the SEED model, mentoring will occur in multiple Teacher Collaborative Learning Communities (CLCs) held at each Southside ISD campus. Teacher CLCs will be facilitated by CL Mentors with the input and guidance of CL Master Teachers. Teacher CLCs and mentoring activities will be imbedded during the school day for one hour per week and will provide opportunities for teachers to share instructional challenges and best practices, improve their instruction, and collaborate pedagogically with other teachers. During the first few meetings, responsibilities of mentors and mentees and performance standards for the mentees will be mutually established to document areas and levels of effectiveness and provide benchmarks of performance. Teacher CLC and mentoring times will also provide first year and new teachers at each campus with opportunities to interact with their peers and receive instructional guidance and support. CL Mentor Teachers will provide new and first year teachers (mentees) with support through model lessons, assistance with lesson planning and classroom management, and observation/formative feedback of lessons. Additionally, the CL Mentor Teacher will assist first year and new teachers in accessing internal and external education-related professional development opportunities. First year and new teachers will also have opportunities to develop expertise in all areas of instruction by working directly with CL Mentor and Master Teachers and will be guided through district, local, and state administrative systems which influence classroom instruction. Whenever possible, and to improve teacher success, guest speakers with expertise in relevant models and approaches to improving pedagogy and instruction will be invited to speak at Teacher CLCs. As feasible, efforts will be made to maintain a maximum CL Mentor Teacher to New Teacher ratio of 1:5. New teachers expressing need will also have access to one-on-one mentoring outside of CLC time throughout the school year. Each mentee-mentor relationship will be reviewed annually for effectiveness by the Principal and the ***LEAP*** CL Director. In the event of unsuitable matches, the new teacher mentee will be assigned to another mentor.

3) Ongoing Formative Review of First Year and New Teacher Performance: CL Mentor Teachers will be actively involved in enhancing and supporting the teaching experience of new and first year teachers (mentees) by providing classroom-based observation, follow-up, and extensive feedback on the instructional practices of mentees. CL Mentor Teachers will provide first year and new teachers with opportunities to develop professional competence through a cycle of classroom observation and practice assessments which will include observations of instructional techniques, pedagogy, student/teacher communication, and a review of lesson plans. Using *Stronge's Skills and Knowledge Standards*, and supported by the CL Master Teachers, Principal, Assistant Principal, and other non-instructional school leaders, CL Mentor Teachers will participate in quarterly classroom observations and the ongoing formative review of the first year/new teachers (mentees). Stronge's standards establish a research-based rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction and the learning environment. Post observation sessions will include formative feedback based on clearly defined teaching standards, expectations, and quantitative information about the first year/new teacher's (mentee) overall skill set based on one or more measures of effective teaching captured through the Stronge rubric. First year/new teacher mentees will also receive qualitative feedback and coaching addressing effective instructional strategies, student engagement strategies, technology integration, and lesson alignment. First year and new teachers (mentees) may also periodically use planning periods to observe and/or co-teach with their CL Mentor Teacher, CL Master Teacher or other expert teachers in their content field.

4) Professional Development: CL Mentor Teachers will also be required to engage in professional development activities that are both self and team-directed. Under the direction of Southside ISD's Department of Curriculum and in partnership with external collaborators such as SEED, TxCEE, Ready From Day One new teacher project, and PACT, will provide year-round training to participating teachers on topics such as classroom instruction, effective pedagogy, management strategies, phases of new teacher development, effective communication and collaboration strategies, building quality relationships, and flexibility of instructional style. Mentees will also have opportunities to participate in simulation exercises demonstrating effective instructional and coaching strategies through role-playing. First year and new teachers will also be introduced to the SEED model and Collaborative Learning Communities (CLCs). Further, several weeks prior to the beginning of each school year, professional development will be directed to introduce and train new and first year teachers, tenured teachers, CL Master and Mentor Teachers, administrators, and other non-teaching school leaders on the components of Stronge's Evaluation System, Performance-Based Compensation, and Instructionally Focused Accountability Systems. Topics include leadership and team-building skills, test analysis, establishing standards-based classrooms and instructional supervision. Special emphasis will be made to train the CL Master and Mentor Teachers, Principals, Assistant Principals, and other school leaders on how to conduct formative review of teacher performance through classroom observations, reviews of lesson plans, and feedback using Stronge's proven rigorous classroom evaluation standards. Year-round professional development and follow-up assistance will also be provided to new, first year, and tenure teachers on how to use formative assessments based on classroom observations, standards-based assessments, guided reflections, and how to collect and analyze teacher and student performance to improve overall instruction and student academic achievement.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Conducting Observations and Observation Rubric: Classroom observations have been long viewed as a promising way to evaluate and develop teachers because they anchor assessments in specific and observable criteria (Gitomer, 2009).Teacher classroom practices will be measured by performance using *Stronge's Teacher Effectiveness Performance Evaluation*, a proven educator appraisal assessment. The Stronge Evaluation System is an evidence-based teacher observation, summative evaluation, and rubric online. This evaluation instrument and accompanying process is based on elements of 21st century education and set of rigorous researched-based standards. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading improved instruction. Further, the performance standards in the Stronge evaluation system are aligned with recognized national professional organizational standards for teacher/leader performance including the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board for Professional Teaching Standards' (NBPTS). The system is designed to support professional growth, to be flexible and fair and serve as the foundation for the establishment of professional goals and identification of professional development needs.

All first year and new teachers will have four or more required observations each year. This will include three or more 45-minute observations (announced) and one or more 20 minute observation (unannounced) in the first three years of employment. All other teachers (four years or more of experience) will have three or more required 45-minute observations (announced) each year and one randomly short 15 minute observation (unannounced) each year. The number of times teacher classroom observation occurs will be based on each teacher's performance and ratings. During summer training, prior to school beginning, all teachers will be informed of the purpose and schedule of the classroom observation before it occurs. All classroom observations will be conducted in a supportive and professional manner.

Classroom Observers: The observer(s) conducting the observation will notify the teacher being reviewed prior to the observation takes place. Pre and post-conferences will be held between the teacher and the reviewer or observers for each observation. Classroom observations will be performed by a team of varied, qualified, and trained core educators and administrators: **Assistant Superintendent, CL Director, Director of Curriculum, Principal, Assistant Principal, Academic Dean, Curriculum Support Personnel, Elementary Curriculum Coordinator, Director of Federal Programs/Compliance, Director of HR.** Each observation will be conducted by one or two members of the selected team above. When utilizing the team based approach to observations, it may result in teachers' observation scores varying from observer to observer but research supports that including the perspectives of two or more observers per teacher will greatly enhance reliability. Reliability represents the extent to which results reflect consistent aspects of a teacher's practice, as opposed to other factors such as observer judgment. Observed teachers will be rated under a three–part rubric (Highly Effective, Effective, or Ineffective) on a five-point scale, where a score of 1 indicates ineffective performance and a score of 5 indicates highly effective performance on each indicator.

- Highly Effective indicates: 1) All lessons start promptly; 2) The lesson's structure is coherent, with a beginning, middle, and end and time for reflection; 3) Pacing is brisk and provides many opportunities for individual students who progress at different learning rates and students are actively engaged; 4) Routines for distributing materials including technology integration are seamless, and 5) No instructional time is lost during transitions.
- Effective indicates: 1) Most lessons start promptly; 2) The lesson's structure is coherent, with a beginning, middle and end; 3) Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates and some and students are engaged; 4) Routines for distributing materials are somewhat efficient and includes some technology integration; and 5) Little instructional time is lost during transitions.
- Ineffective indicates: 1) Lessons are not started promptly; 2) The lesson has a structure, but may be missing closure or introductory elements; 2) Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates and most students are not engaged; 3) Routines for distributing materials are inefficient and no technology integration; 4) Considerable time is lost during transitions.

Because the *Stronge's Teacher Effectiveness Performance Evaluation* is designed to identify a range of proficiency on various indicators, it is not expected that a teacher will receive a score of 5, indicating truly exemplary performance on every indicator during an observation. It is anticipated that a wide distribution of individual teacher performance ratings may be demonstrated within and among campuses, providing accurate evaluation data of teachers' instruction. All observers will be required be trained and proficient on *Stronge's Evaluation System* instruments before conducting

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classroom observations. To ensure the rigor of these observations, the **Team Above** will undergo annual (two times) and follow-up training and certification in the use of Stronge's rigorous classroom evaluation standards. In addition, all educators selected to conduct observation will participate in yearly "refresher" training. Superintendent or **P**rincipals must certify each year that all observers have been trained and qualified to conduct classroom observations.

Goals of Pre- and Post-Observation Meetings: The primary goal of observer training will be to guide observers' understanding of the dimensions of the instrument and its rubrics and to give them an opportunity to refine their skills in applying the rubrics accurately as value-added assessment protocol. To provide consistent and accurate observation value-added scores, all observers must have the same understanding of what constitutes each level of teacher quality described by *Stronge's Teacher Effectiveness Performance Evaluation* standards. Throughout the training, observers will have multiple opportunities to practice their new skills. Activities will include simulation practices, role modeling, discussions about their understanding, and piloting Stronge's evaluation instruments. Much of this training will make use of simulation and modeling exercises which include activities that assess whether observers can distinguish evidence from opinion statements or can sort evidence into appropriate domains of *Stronge's Performance Evaluation Standards.* The initial training will held at Southside ISD will include two days of training provided by Stronge & Assoc., TxCEE and Southside ISD administrative team with ongoing follow-up and online support. As mentioned before, pre- and post-observation conferences will be held for each observation. The pre-conference goal will be to increase teachers' comprehension and use of research-based and effective instructional and student engagement strategies. During the pre (30 minutes) the teacher will meet with the observation team to discuss the observation protocol, the rubric that will be used, and discussions about best practices related to instructional improvement. Teachers will be linked to professional development resources that will them understand the research and implications surrounding strategies of effective classroom instruction, pedagogy, and applying best practices for diverse, at-risk, high-need students.

The goal of the post-observation conference will be to: 1) Increase shared understanding, recognition, and commitment of what effective instruction is and making student learning a priority; 2) Provide accurate feedback to teachers and facilitate open conversations between observers and teachers; and 3) Identify next steps of needed professional learning. During the post-observation conferences (one hour each), teachers and observers will engage in high-quality professional conversations to reflect on their professional practice with more depth and clarity. Information derived from classroom observations will be discussed and suggestions will be provided by the observers on individualized professional development for each teacher. With this timely, actionable data, the teachers can identify problems and opportunities, differentiate instruction and professional development, evaluate instructional impact and program effectiveness, and identify and share best practices to improve student performance campus-wide.

After the post-observation conference, a written report will be prepared along with the Stronge rubric to document the lesson and/or performance of the observed teacher. The rubric illustrates the weighted score. The report will include:

1. Content: This will address instructional procedures observed during the lesson under observation and will also contain a summary of what was discussed at the observation conferences.
2. Format: This section will contain an overview and a brief description of the lesson and its objective.
3. Domains/Rubric: Comments and rating under each domain will be addressed including: Value-added scores and areas of strength; Areas of growth and suggestions for further professional development to enhance student learning or recognition of improved teaching practices; and Areas of concern including examples of ineffective teaching practices that interfere with student learning. Areas of concern will necessitate concrete plans for improvement and remediation including specific dates/timelines developed collaboratively by the teachers and principals.

Observed teachers will also be asked to complete a survey to obtain their perception and conclusion of the observation process and lesson learned. At the end of each observation, students of each classroom will also be surveyed to assess the effectiveness of classroom instruction by the teacher. An annual observation report for each teacher will also be developed by the **Observation Team** and based upon the collected data related to teacher performance in the classroom throughout the year. Interim observation reports, teacher surveys, improvement plans, accomplishments, etc. will also be used as a basis for the annual observation report. All classroom observation rubric scores, information and value-added student data and calculation will be entered and available through the use of the ***SAS-EVASS*** online data management system. ***SAS-EVASS*** is a comprehensive web-based application for managing and analyzing multiple classroom observation data and used for ***Value -Added Calculations.*** Annual classroom observation data will partially constitute the overall performance score (up to 50%) for each teacher. This information, coupled with student value-added scores and school-wide value-added scores, will be analyzed for decisions tied to incentives or improvement plans, training, intervention and support for teachers. Repeated poor performance will lead to alternative action towards teachers. Performance-based bonus and incentives are described later. **References:** Gitomer, D. (2009). Measurement Issues and Assessment for Teaching Quality; Hill, H., Charlambous, C., & Kraft, M. (2012). When rater reliability is not enough: teacher observation systems and a case for the generalizability study; and Schochet, P., & Chiang, H. (2010).

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal Evaluation Process: The evaluation process will be formative and summative. The ongoing formative evaluation will focus on addressing whether or not the objectives and strategies outlined earlier are being implemented as planned at each partner campus. Ongoing findings will be compared to objectives and milestones identified in *Schedule #14 Management Plan, Part 2: Milestones and Timeline* and project timeline and outcomes listed in *Schedule #17.* Adjustments will be made where necessary. Baseline data will be collected immediately upon award. To accomplish the proposed objectives and related performance measures and milestones, the following data will be collected year-round during various periods depending on the data source at each campus:

Student Accomplishments: Graduation rates, performance on state assessment (core subjects), grade point averages, grade retention, enrollment in advanced courses (AP/dual enrollment), SAT/ACT scores, dropout rates, and attendance rates – all categorized by campus, age, grade, gender, ethnicity and socio-economic status, etc. (quarterly).

School Climate: Surveys of teachers, principals, assistant principals, students, parents, teachers and staff on school climate and quality of leadership; pre and post self-assessment of leadership and management skills (bi-annually). survey of all teachers, including CL Master and Mentor Teachers, regarding quality of mentoring activities and CL Master/Mentor Teachers' performance (quarterly); survey of all teachers regarding quality of year-round professional development activities (after each session and annually); pre and post self-assessment surveys of all school educators regarding nature and extent of collaboration in development and continuous improvement of School Improvement Plan and decision-making; review of hiring and retention policies and organizational practices at all partner campuses (quarterly); and review of the extent of appropriate certifications obtained by teachers and administrators (annually).

Improvement in Instruction: Multiple classroom observations and student performance, self- assessment/reflection by teachers (after each observation), and student surveys (annually).

Evaluation Rubric: The *Stronge Teacher and Leader Effectiveness Performance Evaluation System* will serve as the root of summative evaluation efforts as it is an integrated and effective system for teacher and leader evaluation and support. Numerous research studies using classroom observation and other data collection measures found that teachers exhibiting effective teacher qualities in Stronge's model are associated with students' learning progress in various subject areas (Grant et al, *What makes good teachers good? A cross case analysis of the connection between teacher effectiveness and student achievement.* 2011; Hindman et al, *What is the relationship between teacher quality and student achievement? An exploratory study.*2008), thus demonstrating that Stronge's model has robust criterion validity and consistency with performance on criterion such as student learning achievement gain scores. All standards and indicators in both the Stronge teacher and principal system are grounded in research about teaching and leadership practices, respectively, that supports positive student learning outcomes. In addition, the performance standards in the Stronge evaluation system are aligned with recognized national professional organizational standards for teacher/leader performance and evaluation. Stronge's system standardizes the evaluation process, provides opportunities for coaching and knowledge building, improves communication between teachers and evaluators, and helps talented teachers and education leaders realize their potential.

Performance Standards: SSISD teachers will be evaluated annually through multiple classroom observations (as described above) by trained and certified observers and through teachers' contributions to student achievement growth. *Stronge's Teacher Effectiveness Performance Evaluation* model synthesizes research and best practices in instructional design and includes seven performance standards: 1) Professional Knowledge; 2) Instructional Planning; 3) Instructional Delivery; 4) Assessment of/for Learning; 5) Learning Environment; 6) Professionalism; and 7) Student Progress.

Evidence Supporting Evaluation Results: Multiple measures of teacher performance such as student growth, teacher self-assessment, classroom observations, student evaluations, and formal evaluations will be sought and instituted to support and validate teacher evaluation and performance. The teacher accountability component of the Stronge system is similar to the Texas TAP model where teacher evaluation is aligned to 26 performance elements. The Stronge teacher evaluation includes multiple classroom observations each year by trained and certified observers using research-based instructional quality rubrics (as defined by the *Stronge Teacher Effectiveness Performance Evaluation System Standards*) align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards and National Board for Professional Teaching Standards' (NBPTS). Observation data will be integrated with the Stronge scoring survey data and the **Value-Added SAS** to develop a **Stronge Performance Score** on a 5-point scale (5 =

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Highly Effective; 3= Effective; 1=Ineffective). Scores will be averaged for an annual value-added SAS score for each teacher at the end of each year – cumulatively leading up to the school-wide value added data. The theory of action is that when teachers demonstrate strong instructional skills as measured by classroom observations, students will show higher academic growth regardless of prior achievement, at-risk indicators or socioeconomic status.

Domains: The *Stronge Teacher Effectiveness Performance Evaluation System* includes four domains mirroring TAP:

1. Instructional Delivery: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving.
2. The Learning Environment: Expectations, Managing Student Behavior, Environment, and Respectful Culture.
3. Designing and Planning Instruction: Instructional Plans, Student Work, and Assessment
4. Responsibilities: Staff Development, Instructional Supervision, Mentoring, Community Involvement, School Responsibilities, Growing and Developing Professionally, and Reflecting on Teaching.

In addition, evaluation of teachers will include value-added assessments by measuring the contribution of teachers or schools to the growth in their students' academic achievement during a school year. This will involve matching each student's test scores to his or her own previous scores in order to measure individual value-added growth on an annual basis. Through value-added assessment (SAS), the impact of a school year on a student's learning can be separated from the student's prior experiences in and out of school, as well as the student's individual characteristics such as demographics, socioeconomic status, and family conditions. The value-added assessment data will provide each teacher with a classroom score showing the teacher's average student gain during the school year.

Principals and Assistant Principals will be evaluated annually by the Superintendent and stakeholder (evaluators) discussed below using the Stronge Leader instrument results. In 2003, researchers examined more than 5,000 studies that purported to examine the effects of principal leadership on student achievement. The first finding is that leadership matters. The general effect of principal leadership on student achievement was 10 percentile points higher on norm-referenced tests (Marzano, R.J., 2003). The intended purpose of *Stronge's Leader Effectiveness Performance Evaluation* is to assess the principal's performance in relation to the research-based strategies that have been proven to be effective. Stronge's evaluation system is one in which principals conduct a self-assessment and are also evaluated by stakeholders (evaluators) with an interest of leadership in their school. With their scores, principals also receive a detailed scoring rubric providing comprehensive feedback on their strong suits and areas of improvement.

Stronge's Leader Evaluation System will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and include the following seven performance standards: 1) Instructional Leadership; 2)School Climate; 3) Human Resources Management; 4) Organizational Management; 5) Communications and Community Relations; 6) Professionalism; and 7) Student Progress. Each dimension will be evaluated based on key processes and roles that principals and assistant principals undertake: Planning, Implementing, Supporting, Advocating, Monitoring, and Communicating. Like TAP, each performance standard will be evaluated based on multiple performance indicators related to key processes and roles that principals and assistant principals undertake. All stakeholders (evaluators) will respond to the same items about principal leadership behaviors. Upon receipt of the annual report, Principals and Assistant Principal will receive and process informative feedback about their leadership behaviors, areas in which they are excelling, and domains needing attention. An independent evaluator with years of experience conducting numerous federal and state education evaluations will work closely with the CL Director in implementing a fair, equitable, transparent, and rigorous formative and summative evaluation process.

Participating campuses will provide program data on the progress of the performance indicators. Data for professional development activities will be collected ongoing by the independent evaluator and maintained by the Campus Principal and the CL Director. The evaluator will develop a secured web-based data management system which will link all aspects of ***Project LEAP's*** programmatic and evaluation data to teacher and principal payroll and human resources systems to appropriately allocate differentiated compensation for all educators. It will also be aligned with the **Value-Added SAS** data management system to ensure coherency. Using Value-Added SAS software, the evaluator will assist the CL Director to generate a number of analytical reports summarizing teacher performance. Reports on average total score and average on each performance standard will be available to the Collaborative Teams by grade-level, subject-level, teacher type, and individual teacher to assist with identification of the particular strengths and weaknesses that need development within a school's faculty. The evaluator will regularly assist the CL Director and Collaborative Teams at each campus to review the summative evaluation data and analyze critical issues encountered by teachers and students, impact of activities on leadership capacities, instructional improvement, student academic growth, and school-wide performance. The evaluator will also meet regularly with the Project ***LEAP's*** CL Director, instructional staff, and educators (ie Superintendent, CL Master and Mentor Teachers, Principals, Assistant Principals, etc.) as well as conduct quarterly reviews and produce summative semi-annual and annual reports. The CL Director and evaluator will review evaluation data quarterly provide recommendations for continuous improvement based on evaluation results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Southside ISD is committed to improving educator effectiveness through the incorporation of promising practices that improve teacher and student performance by fostering open, supportive and collaborative campus cultures. As part of ***Project LEAP***, Southside ISD will incorporate the System for Effective Educator Development (SEED), a research-based, job-embedded professional learning system for teachers, principals, and educators which grows out of school and district goals. Supported by current research and best practices in education, SEED highly emphasizes collaborative learning as part of effective teacher development and incorporates Collaborative Learning Communities (CLCs). CLCs are composed of collaborative members who work interdependently to achieve common professional development goals. Through CLCs, teachers, principals, and educators are empowered to learn and capitalize on the resources, skills, knowledge, and experiences of each member. The National Commission on Teaching and America's Future has identified the creation of "Strong Learning Communities" as one of its core strategies for improving both teaching and schools. Recent studies of human capital development in schools find that knowledgeable and effective teachers increase the skill and knowledge of those with whom they interact. The implementation of CLCs in school campuses have been correlated with improved school culture, enhanced parent communication, high student achievement, and increased teacher job satisfaction. (Jackson, K., and Bruegmann, E. (2009). *Teaching Students and Teaching Each Other: The Importance of Peer Learning for Teachers.*)

Through ***Project LEAP***, Southside ISD will create collaborative learning environments for teachers and educators to strengthen teacher effectiveness and improve student achievement. Utilizing SEED's tiered approach for collaboration, ***Project LEAP*** will coordinate and implement four CLCs at the campus and district levels including Teacher, Campus, Principal, and District CLCs. Built into the regular work day, CLCs are aligned with the District's chosen evaluation system (Stronge), curriculum, programs, and initiatives. Provided below is a summary of each CLC.

1) Teacher CLCs: Implemented at each Southside ISD campus to address classroom and campus issues and responsibilities. Membership consists of instructional staff including teachers, teaching assistants, and classroom aides (as available). Meet weekly and receive support from Campus Learning (CL) Master and CL Mentor Teacher.
2) Campus CLCs: Implemented at each Southside ISD campus to address classroom and campus issues and responsibilities. Membership consists of an interdisciplinary team of instructional staff (teachers, teaching assistants, etc.), administrators (Principals, Assistant Principals, etc.) and non-teaching staff (counselors, librarians, nurses, etc.). Meet weekly and receive support from Principal.
3) Principal CLCs: Implemented at the District level to address campus and District issues and responsibilities. Meet monthly and receive support from Southside ISD central office staff.
4) District CLCs: Implemented at the District level to address campus and District issues and responsibilities. Meet monthly and receive support from Region 20 Education Service Center (ESC 20) and Southside ISD Superintendent.

Teacher CLCs: To support collaboration among teachers and educators, through ***Project LEAP*** each Southside ISD will institute Teacher CLCs. Overseen by the CL Mentor Teacher, these CLCs occur a minimum 45 minutes per week and are imbedded during the school day during instructional planning periods. The Teacher CLC includes the participation of a CL Master Teacher, CL Mentor Teacher, and approximately 10 additional campus teachers. These collaborative learning times provide structured opportunities during the day for teachers to share instructional challenges and best practices, improve their instruction, data review, and collaborate pedagogically with other teachers. During Teacher CLCs, educators will also participate in sustained professional development including activities that are job-embedded, focused on relevant topics, and allow time for practice and reflection over time. Depending upon the identified needs and preferences of each individual campus, Teacher CLCs may be coordinated as one of several types of teams including, but not limited to, grade level and subject area CLCs. Teacher CLCs grouped by grade level will be made up of all adults who work with students from a particular grade level and who will use CLC time to set and monitor broad student engagement and achievement goals and practices. Teacher CLCs grouped by subject-area will consist of teachers who teach the same subject and who will use CLC time to guide improvements in pedagogical practices related to curriculum, instruction, and curriculum in a particular subject area (e.g., differentiated instruction, re-teaching in response to benchmark assessments, and credit recovery, etc.). Teacher CLCs will create learning environments that proactively identify and address the diverse and changing needs of students. To ensure the most effective use of time, SEED protocols in planning, pedagogy and evaluation will guide CLC meetings. Each different protocol will consist of agreed upon guidelines for conversation and will facilitate structured, focused professional dialogue for all CLCs. Protocols will

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be utilized to observe and discuss various classroom related domains including, but not limited to: coordination of lessons, teaching effectiveness, student performance, addressing and resolving classroom or curricular issues or problems, classroom observations, and more advanced thinking and dialogue on specific pedagogy or instructional techniques. Teacher CLCs will provide time for peer training opportunities to support teachers identifying and utilizing best practices, demonstrate the effectiveness of new strategies, and model those strategies with other teachers. During Teacher CLCs educators will also support each other in developing engaging curricula and learning techniques for particular academic areas, topics, competencies or concepts which are traditionally difficult to teach (difficult science or math concepts, advanced literary skills, etc.) and hard for students to master. Results of formative and summative assessments aligned with TEKS, STAAR-EOC, and core course grades will guide weekly discussions on pedagogy and instructional practices. Each Teacher CLC will be empowered to monitor individual student progress and utilize student performance information to guide data-driven instruction, reflect on teaching practices, and fine-tune curricula. Most importantly, teachers will have the opportunity to support and learn from one another. During Teacher CLC meeting times, students will be engaged in project-based enrichment activities led by teaching assistants or substitute teachers.

To further foster open, supportive and collaborative campus cultures, Southside ISD educators will also be supported and guided by Collaborative Learning (CL) Master Teachers and CL Mentor Teachers during Teacher CLC times. CL Master Teachers will guide job-embedded professional development utilizing teacher and student data from each campus and provide coaching to classroom teachers on proven effective and evidence-based pedagogical instruction. In addition, CL Master Teachers will plan and lead campus Professional Development days, assist with classroom observations and evaluation, and participate as a member of the Campus CLC. Offering additional support to Southside ISD educators are the CL Mentor Teachers who will facilitate and prepare materials for weekly job-embedded professional development which will incorporate, but are not limited to, effective pedagogical instruction, classroom management and leadership, STEM, literacy, and other helpful topics. The CL Mentor Teacher will also participate as a member of the Campus CLC and will collaborate and meet with the CL Master Teacher weekly to support teacher and student goals. CL Master and CL Mentor Teachers of each campus will meet weekly to determine which pedagogical strategies and instructional skills to emphasize with a goal of increase students' academic achievement. Strategies will be field-tested with students at different grade levels before they are shared with other teachers. CL Master and CL Mentor Teachers will also provide team teaching, classroom demonstrations, and feedback as part of pre- and post-observations, to help colleagues improve their instructional techniques.

Through ***Project LEAP***, each individual campus will establish a Campus CLC to routinely monitor, review, and assess student achievement, teacher performance, and various campus activities. Campus CLCs will meet bi-weekly and will consist of a diverse group of campus leaders including Principals, Assistant Principals, Counselors, CL Master and CL Mentor Teachers, classroom teachers, and other campus staff. Under the direction of each campus Principal, Campus CLCs will establish peer review processes through which members collaboratively review, share, and replicate effective pedagogical strategies. Additionally, Campus CLCs will analyze campus-wide student achievement data, identify areas of strengths and concern, and share lessons learned and effective pedagogical strategies to overcome campus challenges and improve student engagement. Participants will also utilize this time to examine student performance measures, assess student needs, and identify effective instructional and other pedagogical strategies for students in accordance with the School Improvement Plans. The goal of Campus CLCs will be to support and foster an environment of professional collaboration ongoing professional growth through which effective instructional practices can be replicated to support teacher performance and increase student achievement. A wide range of educational, instructional, school management and professional development resources to support pedagogy strategies will also be available for teachers and administrators through partners such as Texas A&M at San Antonio (TAMUSA), TxCEE, SEED, Stronge & Associates, PACT, and ESC 20. Resources may include, but are not limited to: proven effective assessment tools, lessons plans, and curricula; online courses (TAMSU, SEED, PACT, Stronge, etc.) specifically designed to meet the needs of teachers and administrators. Stronge & Associates and SEED, also provide educators access to online educator toolkits, training modules and other instructional planning materials.

In cohort with the SEED tiered collaborative learning model, Project LEAP will also implement a Principal and District CLC which will meet monthly. The Principal CLC will include the participation of Principals and Assistant Principals from each Southside ISD campus who will review, assess and share campus accomplishments, challenges, lessons learned, and recommendations to enhance student achievement and teacher performance with other District leaders. The District CLC will include the participation of the Superintendent, Assistant Superintendent, Principals representing each campus, and other key District Central Office Staff. District CLC members will monitor campus success on a district level through the review of summative and formative assessments. To improve the effectiveness of pedagogical strategies, members will assess student achievement, evaluation results, lessons learned, and challenges and accomplishments district-wide.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. **Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.**

Project LEAP professional development activities are in direct alignment with the purpose of TEA's EEIP to systematically transform educator quality, efficiency, and effectiveness through improved and innovative practices. Through ***Project LEAP***, teachers and administrators will have access to a multitude of ongoing, high quality learning opportunities and experiences that promote high levels of student success. All professional development activities will be data-driven, utilizing current district and campus reports, classroom observation findings, student achievement and assessment data, formal evaluation results, and teacher/student feedback to guide the direction of our training efforts.

Based on field experience and research, we know that timely job-embedded professional development works best when it occurs during the school day and when the content is tailored to the specific needs of teachers and the students they serve. Through ***Project LEAP***, Southside ISD will implement SEED (the System for Effective Educator Development) developed by the Texas Center for Educator Effectiveness (TxCEE), as a systemic reform effort aligned with the Stronge Teacher and Leader Effectiveness Performance Evaluation System, as well as the district's curriculum, programs, and initiatives. SEED is a district-wide professional learning system for educators including teachers, principals, and district leaders utilizing Collaborative Learning Communities (CLCs). The district receives ongoing training and support from TxCEE staff to ensure that SEED is improving teacher effectiveness on the campuses. Timely, job-embedded professional development will occur at the campus level on a consistent basis during the course of the grant using the SEED model. CL Master and Mentor Teachers will work with instructional staff on their campus to target areas of need identified through student achievement data and teacher evaluation scores. Campus principals and teacher leaders will be required to ensure that weekly professional development is provided that incorporates new instructional strategies gleaned from these data. All teachers utilize their evaluation results to develop skills that increase his/her proficiency.

Teacher Leaders: Utilizing the SEED model, Southside ISD will employ two types of teacher leaders at the campus level. CL Master Teachers oversee professional development on their campus using teacher and student data and participate as a member of the Teacher and Campus CLCs. They also monitor and support the CL Mentors to ensure that effective planning of CLCs occurs and conduct formal and informal teacher evaluations. CL Mentors facilitate and prepare weekly job-embedded professional development and participate as members of the Teacher and Campus CLCs.

Collaborative Learning Communities (CLCs): Through SEED, campus principals and teacher leaders meet during the school day with their teachers. Schools restructure their schedules to establish time for this job embedded development. The focus for the CLCs will be on instructional practices as determined by teacher evaluation results as well as analysis of student progress on state standards. Through these collaborative learning opportunities, teachers are empowered to think, plan, reflect and share solutions with each other, review student and adult work, give and receive feedback, solve problems or dilemmas, observe classrooms and/or peers, and to push creative thinking. CLC Mentors lead the CLC meetings at each respective campus. To ensure the content is of these professional development opportunities are aligned with district and campus initiatives, campus principals and other administrators participate in and monitor CLCs. The SEED framework for CLCs promotes and ensures this alignment by offering weekly Teacher CLCs comprised of teachers and teacher leaders, bi-weekly Campus CLCs comprised of campus leadership, monthly Principal CLCs comprised of campus administrators, and monthly District CLCs comprised of campus and district leaders. Teachers will also receive individualized capacity building support in their classrooms from CL Master and Mentor Teachers. This support will be based on the needs of the teacher and their students and will include ongoing assistance and guidance on lesson planning and instruction strategy modeling in a teacher's classroom by CL Master and Mentor Teachers.

Data Driven Professional Development Opportunities: *SEED (System for Effective Educator Development)* – Through SEED, the district regularly analyzes the results of student and teacher evaluation data to target areas of and professional development and instructional focus. Professional development opportunities offered through Teacher CLC participation ensures that teachers effectively transfer the new instructional techniques they learn to the classroom. Teachers also receive individualized support in their classrooms from CL Mentor and Master Teachers. Individualized support is based on the needs of the teacher and may vary from lesson planning to model teaching in the classroom. Through these processes, students have greater access to results-driven instruction.

Throughout the course of the year, campus principals will be required to review data from the evaluation system to assess the impact of SEED on teacher growth. As a result of focused, high-quality professional development on the campus, teacher efficacy increases, which leads to gains in student achievement. Southside ISD will provide ongoing

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individualized professional development for teachers through the SEED structure using evaluation results as well as student achievement data. Teachers reflect on teaching on a regular basis in conjunction with data from the evaluation system consisting of (1) classroom academic growth, (2) school-wide academic growth, and (3) teacher observation scores. CL Master and Mentor Teachers will work with teachers to examine both student attainment and student growth data to provide a more comprehensive picture of teacher and campus effectiveness in raising student achievement.

Stronge's Teacher and Leader Effectiveness Performance Evaluation System – Stronge's Teacher Evaluation system works with teachers and principals to systemically increase their skills and, in turn, increase student achievement. Professional development opportunities offered through the Stronge system allows teachers opportunities to address weaknesses and build upon strengths identified during observations and evaluations. Stronge's interactive web tools provide teachers and administrators ongoing access to high quality learning and assessment resources. Web based professional development offers access to individualized trainings and support designed to improve student performance. All teachers including first year, new, and CL Mentor and Master Teachers, along with campus and district leaders, will have real-time access to the latest Stronge trainings that they can download, review and deliver to teachers to improve instruction. Stronge & Associate's extensive staff development offerings include, but are not limited to, Balanced Leadership, Classroom Instruction that Works, the Power Walkthrough, and the Stronge Instructional Rubric. Stronge also offers opportunities to build staff capacity to deliver professional development through Train-the-Trainer programs. Stronge's online Professional Learning Communities (PLCs) extend the learning of their workshops with five, one-hour webinar follow-up sessions that build on previous workshop content. Through PLCs educators engage in ongoing dialogue and discussion throughout the school year. Stronge also analyzes current formal and informal formative assessment practices in participating schools and districts to assist campus and district stakeholders in aligning professional development activities with observation and formal evaluation results. Stronge will provide teachers with a system of professional development that is ongoing, job-embedded, collaborative, and student-centered, led by expert instructors, and driven by results from classroom observations and analysis of student work. At the beginning of each school year, teachers will also participate in professional development sessions on the Stronge Teacher Evaluation System and its evaluation rubrics.

Convocation and Professional Development Program – One week prior to the commencement of the new school year, Southside ISD hosts a 4-day annual Convocation and Professional Development Program. Training incorporates the use of effective pedagogical instructional strategies, techniques on how to foster project-based, cooperative learning in classrooms, and on how to infuse these strategies and techniques into existing core curricula. Training centers on experiential classroom learning; core instructional, classroom management, content, and pedagogical knowledge; robust performance support tools; and observations of excellent teaching. In addition, participants will receive extensive support and feedback on their teaching from CL Mentor and Master Teachers as well as from other tenured teachers. Participants will also benefit from interactive courses, reflection sessions, lesson planning, and curriculum clinics led primarily by our highest-performing alumni. Convocation workshop topics include, but are not limited to: Achieving the 3 R's: Rigor, Relevance & Relationships; Exploring Career Opportunities for Our Students: An Introduction to Career Cruiser; Plan 4Learning - Campus Improvement Plan Opening the Door to Online Professional Development SISD Compliance Through PD 360 and eduphoria! e-Courses; Highly Engaging Instructional Strategies for Student Success – Best Practices That Rock; Beyond the SmartBoard: Technology for the Differentiated Classroom; and Overcoming Barriers in Reading and Writing for Struggling Learners. Southside ISD also hosts a one-day annual *Winter Professional Development Program* after the winter break with topics addressing a wide range of pedagogy, best practices, and instructional strategies. All sessions and workshops for both events address and are aligned to observation and formal evaluation results, formal/informal student assessment data, TEKS, STAAR, and Stronge.

To enhance instruction and increase student academic achievement across core content areas, teachers also have access to training and follow-up assistance throughout the year provided through existing partners including Texas A&M at San Antonio, Teach America, The New Teacher Project, Stronge, TxCEE, and SEED. These partners and other community resources will provide access to year-round assistance and training for teachers and administrators including, but not limited to on the following: ways to incorporate project-based learning methods in instruction; including opportunities for teachers to practice skills necessary to build professional learning communities; and effectively communicate and collaborate with parents and other stakeholders in the school and community. Southside ISD utilizes the eduphoria! Workshop program to document professional development sessions for administrators, teachers, and staff. In Addition, PD 360 Online Professional Development System is used to create district, campus, and individual focus training strands and courses. At the end of each school year, the ***Project LEAP*** CL Director, external evaluator, and Campus CLC evaluate campus progress and determine further professional development needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Tying student achievement to teacher pay has received substantial attention in the past few years as a promising strategy for rewarding and retaining talented educators (Hanushek, EA, & Rivkin, S. 2007). Southside ISD performance-based differentiated compensation system is perfectly suited to meet the needs of participating campuses by providing opportunities for career advancement while supporting educators in high need academic areas, increasing teachers' pedagogical growth and student academic achievement, and strengthening the recruitment and retention of highly effective educators, by promoting advanced degrees, multiple certifications, and the cultivation of growing teachers, educators and administrators internally. ***Project LEAP*** will implement a performance-based and differentiated compensation plan utilizing the proven, research-based *Stronge's Teacher Effectiveness Performance Evaluation System*. Southside ISD will supplement and add to its current salary schedule and not supplant.

Weighted Differentiated Compensation and Performance-Based Incentive Pay/Bonuses: Southside ISD recognizes instructional performance and student learning growth with differentiated compensation performance bonuses. Utilizing *Stronge's Teacher Effectiveness Performance Evaluation System* the District will provide incentives/ bonuses for teachers and educators based on a three-prong evaluation system (50%:30%:20%), similar to the TAP model.

1) Classroom Academic Growth: This is a whole number from 1 to 5, reflecting the achievement growth of the teachers' classroom students during one school year.

2) School-Wide Academic Growth: This is a whole number from 1 to 5, reflecting the achievement growth of all students in the school in tested grades and subjects.

3) Classroom Evaluation: This is an annual average of the scores based on a 5 point scale on Stronge's seven Performance Standards received by the teacher from classroom observations during the year. It is also an average of the instructional rubric elements in the Stronge rubric rating. A score of 3.0 represents effective performance that still has room for improvement. A score of 4.0 or above relates to being an accomplished teacher.

In regards to value-added scores, teachers who perform 1 standard error above the average gain receive a score of 4, and those who perform 2 standard errors above the average gain receive a score of 5. Similarly, teachers that score 1 standard error below the average gain receive a score of 2, and those perform 2 standard errors below the average gain receive a score of 1. Utilizing the above three categories, ***Project LEAP*** will use the following weightage to determine differentiated compensation performance bonuses for teachers, CL Master and Mentor Teachers, non-classroom teachers without state STAAR scores (PE, Arts, Technology, etc.), principals, other administrators, etc.

Teachers Teaching Core Content Courses:

- Teacher Classroom Evaluation Performance Rating (**50%**);
- Student Classroom Performance Rating (**30%**); and
- School-Wide Performance Rating (**20%**);

Teachers/Educators not Teaching Core Content Courses:

- Teacher Classroom Evaluation Performance Rating (**50%**); and
- School-Wide Performance Rating (**50%**);

Principal and Assistant Principal(s) performance pay system includes two distinct measures:

- School-Wide Performance Rating **(50%);** and
- Performance-based Ratings utilizing *Stronge's Teacher Performance Evaluation System* (**50%**).

Other Administrative Staff:

- Individual performance targets (i.e., leadership qualities, professional development, leading instructional planning period, etc.) established by the principal or supervisor) at the beginning of each year (**50%**); and
- School-Wide Performance Rating (**50%**).

Eligibility: To be considered eligible for differentiated compensation performance-based bonuses/pay:

Student Classroom Value-added Score:

- For teachers, a minimum score of 3.0 (max. score = 5.0) will be required; and
- For Master Teachers, a minimum score of 3.5 on a 5-point scale is required;

School-Wide Value-added Score:

- For teachers, a minimum score of 3.0 (max. score = 5.0) will be required; and
- For Master Teachers, a minimum score of 3.5 on a 5-point scale is required;

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Classroom Evaluation Standard Score:

- For teachers, a minimum score of 3 (max. score = 5.0) will be required; and
- For Master Teachers, a minimum score of 3.5 on a 5-point scale is required.

For Principals and Assistant Principals, a score of 4.0 (highly effective) on a 5-point scale of Stronge's Evaluation System and a school-wide value-added score of 3.0 is required to be eligible to receive a bonus. Utilizing the criteria mentioned above, evaluation data will be weighed according to the percentages mentioned above to determine the final score of teachers, administrators, and staff. A total of $627,500 in Year 1 and Year 2 for a grand total of $1,255,000 has been included in the budget for differentiated compensation performance-based incentives/bonuses for teachers and other staff. The performance pay for teachers will be up to $2,000 per year, and the performance-based bonus/pay for non-classroom teachers, principals, assistant principals, administrators, staff, etc. will be up to $1,000 per year. However, based on the overall annual value-added and weighted scores educators, could receive partial or no performance bonus/pay due to the evaluation. There has been widespread support of ***Project LEAP*** and for the value-added approach of differentiated compensation performance-based bonuses/pay among the teachers and administrators of Southside ISD. Actually, through the federal Texas Teacher Incentive Fund (TIF) grant, administered by Texas Education Agency, Southside ISD currently has three of its schools (Gallardo Elementary, Pearce Elementary, and Losoya Intermediate) participating in this pilot teacher evaluation and compensation system to reward teachers based on their performance as described above. However, there has been numerous discussions and support during the past two years among teachers and administrators about the significance of advancement opportunities, rewards and compensation systems being implemented district-wide for all educators to have the opportunity to participate. Based on unanimous support of campus teachers and administrators gathered through school-wide face-to-face meetings and survey ballots during the planning stages and development of this grant application, a majority of teachers and administrators believe that the proposed value-added approach (Stronge) will complement student performance, observational measures, feedback, and personal reflections on teaching far better than the traditional systems being implemented in the majority of the schools. Teachers and administrators of Southside ISD, through lessons learned from the TEA discretionary TIF project, now believe they stand to gain much more from the proposed performance-based and differentiated pay based upon *Stronge's Teacher/Leader Effectiveness Evaluation System's* proven context of value-added measures and analysis. Many believe that the combination of classroom observations data, student classroom value-added growth data, and school-wide value-added growth data will help guide resources to where they are needed most, to identify teachers' strengths and weaknesses, and to highlight the critical role of teachers in learning.

Further, career pathways designed by the Stronge and SEED models also enable instructional leadership to be shared among the campus principal, Master and Mentor Teachers. Stronge and SEED also create opportunities for teachers to take on new and expanded roles in evaluation, professional development, and instructional support with commensurate compensation. In concert with this career pathways element, ***Project LEAP*** will enable effective teachers to move up to a variety of teaching positions, including CL Mentor and Master Teacher, depending upon their interests, abilities, and accomplishments. As they move up the career ladder, their roles and responsibilities increase as does their compensation. CL Master and Mentor Teachers will play an integral role in ***Project LEAP*** by providing effective classroom observation, critical support, and modeling of teaching practices on an ongoing basis. The roles of CL Master and Mentor Teachers support professional advancement for educators without the teachers having to leave the classroom. Southside ISD will reward teachers for remaining in the classroom while taking on additional responsibilities and leadership roles as CL Master and Mentor Teachers. CL Master Teachers are in the top-ranked teaching positions and will serve as instructional leaders to the faculty, overseeing teacher professional development, facilitating curriculum and assessment planning, conducting teacher evaluations, team-teaching, providing demonstration lessons, and conducting teacher evaluations. CL Mentor Teachers will provide day-to-day coaching and mentoring to groups of teachers, collaborating with CL Master Teachers to construct benchmark lessons, and model effective instructional practices. Teachers selected as CL Master and Mentor Teachers, or non-classroom staff taking on more responsibilities, will receive a salary augmentation pay of which Southside ISD has budgeted $613,500 per year. CL Master and Mentor Teachers and others selected for additional responsibilities will sign a contract addendum outlining their added roles and responsibilities, additional work days, and salary augmentations. For example, CL Master and Mentor Teachers will receive an additional annual salary augmentation of $6,000 and $3,000, respectively. Southside ISD offers competitive salaries and benefits to highly qualified and promising teachers. Most of the students at Southside ISD campuses are high-need students and, consequently, it has been a challenge to attract effective teachers and educators. Southside ISD believes that highly-effective teachers can be recruited to these high-need schools if additional opportunities for compensation are provided for recruitment, retention, recognition and added responsibilities for effective teachers. Southside ISD has budgeted $14,000 for Year 1 and Year 2 for recognition incentives, sign-on bonuses for first year and new teachers, and for retention packages which could include bonuses for teachers retiring, resigning or relocating.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. **Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.**

Recruitment and Hiring Process: At Southside ISD we are committed to recruiting, hiring, and retaining the best, brightest, most committed teachers to provide highly-effective instruction to local youth and improve student achievement. Yet because our district is located in an extremely impoverished area in San Antonio, Texas, all of our campuses are Title I high need schools with low student achievement and high concentrations of minority and economically disadvantaged students. As a result, efforts to hire and recruit high quality teachers are challenging. Beginning in 2010, Southside ISD became one of 11 public school districts in Texas participating in the Texas Teacher Incentive Fund (TIF) Program, a TEA collaboration funded by the US Department of Education (DOE) Teacher Incentive Fund. As part of this initiative, partner districts are supported in improving student achievement by: recruiting and retaining high quality teachers and principals in high need schools defined by low student achievement and high concentrations of minority and economically disadvantaged students; and recruiting and retaining high quality teachers in hard-to-staff subject areas such as mathematics and science. To maximize the effectiveness of the Texas public school human capital strategy, Texas TIF formed strategically aligned partnerships with the Texas Teacher Advancement Program (TAP), System for Effective Educator Development (SEED), Texas Center for Educator Effectiveness (TxCEE), the New Teacher Project, and Teach for America. Through these collaborations, districts partners are supported in recruiting and hiring high-quality teachers.

Southside ISD will actively recruit and select new teachers from the ranks of high achieving recent college graduates, high performing educator preparation programs, and/or with a proven record of success in improving student performance. To provide strong role models for our students, concerted efforts will be made to attract a diverse pool of candidates who share the ethnic, racial, and/or socioeconomic of our predominantly minority District. Our goal is to create and environment promoting cultural competency, awareness, and sensitivity. To further create and promote an inclusive campus and District, it is the policy of Southside ISD to recruit and hire talented, qualified individuals from a wide variety of backgrounds. Southside ISD does not discriminate in its hiring practices based on race, religion, ethnicity, sexual orientation, age and sex. Our students are best served by a team that represents the community for which our students are being prepared. Extensive efforts will be made to attract and employ highly-qualified educators in our high need schools which traditionally experience low student achievement and high concentrations of minority and economically disadvantaged students. To improve student achievement, through ***Project LEAP*** we will take our efforts one step further by recruiting and hiring high quality teachers in hard-to-staff subject areas such as math and science.

Southside ISD has learned several lessons and effective strategies from our partnership with The New Teacher Project through Project TIF. Their research of urban school staffing policies and experiences working closely with urban school districts have demonstrated that how and when teachers are hired can have a dramatic impact on teacher quality. At The New Teacher Project, they have found that a key strategy to ensuring all schools are staffed with excellent teachers is educating principals and key school-based personnel to make smarter and more efficient teacher-hiring decisions. In alignment with this strategy, Southside ISD will continue to follow District Human Resources policies and protocol in recruitment and hiring. But at the same time, the District will implement new initiatives which empower principals and other campus and district hiring personnel to enhance their recruitment and hiring skills. For example, staff involved in the recruitment and hiring of candidates will be required to participate in training in these processes. This will include, but is not limited to, utilizing resources available through The New Teacher Project such as their series of workshops focused on the essential skills of hiring school-based personnel. Through this series, individuals learn to master skills in order to more effectively recruit, select, cultivate and hire high-quality teachers. These skills have been found to be extremely important to principals of urban schools who face multiple challenges operating high need schools and who struggle to attract and secure the most talented teachers.

In alignment with Southside ISD's current recruiting and hiring process, supplemented with techniques incorporated form The New Teacher Project, Southside ISD initiates its hiring process with a thorough review of District and campus budgets. In addition to ensuring that resources are appropriated and secured for hiring, the comprehensive budget analysis also assesses current and potential vacancies resulting from increased/decreased student enrollment, newly funded educational projects, retirements, resignations, and/or unplanned dismissals. The Superintendent and Principal of each campus review current vacancies and determine whether to recommend filling specific positions by internal promotion of qualified employees within the district. Once a decision has been made to fill a vacancy (internally or externally), independent recruitment efforts are taken at the District level. Each applicable vacant job description is

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reviewed, modified, and/or edited for qualifications, responsibilities, pay-scale, etc. by a Campus Performance Objective Committee (CPOC) which includes the Principal and other key teachers and educators. The CPOC also discusses recruiting efforts, recruitment budget, and hiring incentives to attract the most qualified, committed and effective educators. Once the job description receives review committee consensus, it is forwarded to Human Resources for approval and posting. Postings include special instruction informing candidates of potential hiring incentives based on, but not limited to, the individual's profession, qualifications, degrees, certifications, experience, abilities, etc.If a decision is made to open a vacancy externally, positions and job descriptions are announced and posted locally and statewide on the District website and social media sites (Facebook, Twitter, etc.) as well as websites targeted by teachers and educators including Region 20, TASA, and local universities. Through ***Project LEAP***, Southside ISD has allocated additional funds for recruitment and hiring efforts which may incorporate positing positions through additional venues such as newspaper advertisements and job search websites. Positions are posted for an average of 30 days until filled.

Early Hiring Practices: To support our efforts in hiring high quality candidates, through ***Project LEAP*** Southside ISD will adopt early hiring practices such as providing notification incentives to teachers resigning or retiring at the end of the school year. Research indicates that teachers hired early in the spring are more effective in the classroom than those hired in late summer. As such, whenever possible Southside ISD will move hiring timelines as early as possible in the calendar year (Jan – May) to expedite the recruitment and hiring of the best teachers several months before the school year starts. Once a decision is made to fill the position, and utilizing lessons learned and resources from The New Teacher Project, Southside ISD will immediately post the position and begin the recruitment and hiring process utilizing all available resources described above. To support early hiring, Southside ISD will also contact local, regional, state or national higher education institutions as early as possible before an expected vacancy is open to with their recruitment and placement department to establish career preparation pathways for those undergraduate and graduate students interested in pursuing a career in K-12 education. Southside ISD's Superintendent will also participate in job and career fairs in which he has the authority to hire qualified candidates on the spot. Southside ISD will also develop develops marketing materials to attract potential candidates early which will be disseminated via hard copy and online through various websites and social media venues. Several campuses will also host open house job fairs through which interested candidates can tour the campus, meet with administrators, and determine if they are an appropriate fit for the school. Utilizing early hiring practices, Southside ISD's goal is to have 75% of all vacancies filled by June 1st each year.

Evidence to Determine Quality of Applicant, Education Preparation Program Attended, and Previous Teaching Experience: Once the recruiting process is complete the CPOC reviews online applications and resumes for accuracy, qualifications, experience, employment history, relevant training, knowledge, skills and abilities. This information is compared to the anticipated vacancy requirements to select the best candidates for the next phase of the hiring process. Once specific performance skills are identified, the CPOC initiates the screening process and selects several qualified candidates for interviews. Prior to the interview, the CPOC prepares interview questions that ascertain each candidate's skills and the experience. Each question will possess an assessment rubric to evaluate each response and will utilize behavior-based interviewing (BBI) question. Incorporating predictive analysis, BBI interviewing has been proven to support school districts to more effectively match educators to the schools where they will be most effective. This process requires the candidate to discuss past situations and problems and how they were resolved. Based on the premise that past behavior is the best predictor of future performance, behavior-based interviewing uses specific questions based on candidates' skills, background, and experience to determine the quality of the applicant and if they can do the job (Clement, M.C., Kistner, W., & Moran W., 2005). Teaching and other related positions may require submission of a sample lesson plan, student performance data (as applicable), or providing a brief teaching presentation. After a candidate is interviewed and evaluated the CPOC assesses the performance of each candidate and collectively determines the best candidate for the position. Upon selection of the final qualified candidate, a recommendation is made to Human Resources and is then forwarded to the Superintendent and Board for approval. Upon approval, each candidate's name is forwarded to Human Resources for further examination and validation of the candidate's integrity, qualifications, education, training, experience and suitability. In addition to a criminal history background check, Human Resources also conducts an extensive employment and educational investigation is conducted to collect information on previous teaching experience, the education preparation program attended, and any certifications. To support this investigation, the following entities are contacted: previous employers, college, training, and certification institutions, and placement offices. References are checked and inquiries are made with previous employers to validate experience and verify competencies, dependability, professionalism, attendance, past evaluations, etc. Educational institution contact includes obtaining transcripts, validating credentials, and reviewing relevant training. Upon successful clearance of all history/background checks, the applicant is offered the position, the Superintendent makes a final recommendation to the Board, and a formal letter sent to the candidate validates employment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Through ***Project LEAP***, Southside ISD classroom teachers and educators will be provided a multitude of engaging opportunities for career advancement and professional growth. Teachers will be supported in achieving excellence through the integration of the SEED (System for Effective Educator Development) model and *Stronge's Teacher Effectiveness Performance Evaluation Standards* (Stronge & Associates). Through the SEED Campus Leadership Framework, teachers will be empowered to take on new instructional and leadership roles and responsibilities such as mentorship, instructional coaching, observing teachers, providing pedagogical professional development to peers, and campus leadership – driving and advancing career pathways. Stronge's comprehensive research-based evaluation model provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. Stronge's Teacher Performance Standards incorporate an aligned system for recruiting, promoting, supporting, evaluating, and compensating teaching talent. As a result, teachers are motivated and job satisfaction increases – directly impacting the retention of effective teachers in high-need schools.

Integrating *Stronge's Teacher Effectiveness Performance Standards*, the SEED Campus Leadership Framework, and lessons learned from participation in Texas TIF, Southside ISD will enhance career pathways opportunities across our schools district-wide. Through ***Project LEAP*** Southside ISD will implement a comprehensive career pathways model specifically designed to encourage and support teachers in their professional and career growth. ***Project LEAP's*** career pathways model will create opportunities for career advancement for teachers at all levels, including differentiated incentives and salary augmentation for increased responsibilities and duties, ultimately promoting the retention of effective educators. Through ***Project LEAP's*** career pathways model, a set of rewards will be tied to stages of professional advancement. Teachers will experience a significant salary increase with each stage of advancement as they progress through the career pathways. Teachers will also be eligible for incentives/stipends associated with being a grade level classroom observer, trainer, instructional leader and other positions that require extra work for which stipends will be available. Incentives will also be provided to teachers demonstrating improved classroom and student performance. ***Project LEAP's*** career pathways model provides a systemic approach to career growth. Key components include: 1) Student Teaching Opportunities Prior to Employment; 2) Ongoing Professional Development; 3) Multi-Tiered Growth Through Additional Responsibilities and Achievement; and 4) CL Master and Mentor Teacher Opportunities.

Student Teaching Opportunities Prior to Employment: To initiate a future educator's career pathway, Southside ISD partners with the Texas A&M University – San Antonio (TAMUSA) Teacher Preparation and Certification Program. As a two-year college (junior/senior year), TAMUSA is able to immediately connect graduating students attaining a Bachelor's degree in education or related field with Southside ISD during their last semester before graduating. Student Teachers report to their designated assignment for 16 weeks. The student teaching semester, a TEA requirement, culminates all coursework and field residencies into a real life experience and includes the development of pre-service career portfolio, five formal observations conducted by a CL Master Teacher and university supervisor. Upon completion of the assignment and graduation, the district makes concerted efforts to recruit the first year teacher.

Ongoing Professional Development: Through ***Project LEAP***, Southside ISD will enhance its career pathways and capacity building activities throughout the year to all teachers, including first-year and new teachers, by offering ongoing professional development opportunities. Teachers will have access to the following enhanced capacity building activities: targeted and data-driven professional development, *Convocation and Professional Development Programs* (summer/ winter), individual coaching and mentoring in content areas, online technical guidance, etc. Further, all first year and new teachers (1-3 years of experience) will be assigned an individual CL Mentor Teacher to receive support and guidance beginning with their first day of employment. First year and new teachers will meet with their CL Mentor Teacher weekly through Teacher Collaborative Learning Communities (CLCs). As previously discussed, Teacher CLCs offer new teachers time to receive a wide range of ongoing support and professional development opportunities including training in pedagogical instruction techniques, assistance with lesson planning and classroom management, and observation and formative feedback of lessons. The goal of CLCs is to actively engage and motivate educators to recognize and reach their potential as experienced and qualified teachers and leaders in our district. Additionally, first year and new teachers will meet formally and individually with their CL Mentor Teachers four times during the school year to receive individualized feedback, guidance, and direction. In addition to providing novice teachers a strong start at the beginning of their careers, experienced classroom teachers serving as mentors are recognized with incentives.

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Multi-Tiered Growth Through Additional Responsibilities and Achievement: Teachers will be supported in achieving excellence through multi-tiered approach consisting of the following five tiers: Intern, First Year Teacher/New Teacher, Tenured Teacher, CL Mentor Teacher, and CL Master Teacher. Career pathway tiers directly correlate with student achievement and teacher performance and are recognized by increased responsibilities, compensation, and promotional opportunities. As a teachers' effectiveness and performance increase, so do their opportunities for recognition, promotion, career progression, and compensation. Through ***Project LEAP***, Southside ISD has allocated sufficient resources to offer incentives and stipends to reward teacher performance. Further, additional compensation and salary augmentation is available for teachers who take on new or additional positions, roles, and/or responsibilities including CL Master and Mentor Teachers, classroom observer, instructional coach, pedagogical peer training, etc. Through ***Project LEAP,*** incentive pay will also be provided to teachers trained on providing effective classroom observation, evaluation and feedback, providing effective pedagogical professional development to teachers, administrators, and educators, capacity building across common core content grade levels, and participation in and the leading of effective instructional Collaborative Learning Communities (CLCs). Resources have also been allocated for teachers who increase student achievement and demonstrate the delivery of new effective pedagogical instructional strategies within the classroom.

Collaborative Learning (CL) Master and Mentor Teacher Opportunities: Teachers will also be encouraged and provided regular opportunities to enhance their teaching quality and effectiveness through career growth opportunities. Individuals will be encouraged to take on additional campus and instructional roles and responsibilities directly linked with recognition, incentives, and augmented compensation. For example, through ***Project LEAP***, Southside ISD teachers at each campus will have the opportunity to become CL Mentor and CL Master Teachers. Taking on many additional responsibilities and duties campus-wide, these positions require high qualifications and will consist of the most experienced, committed, and effective teachers at each campus. As previously discussed, CL Master and Mentor Teachers will be tenured, certified, and degreed (Bachelor's degree in an education related field for either position; Master's degree preferred for CL Master Teacher). The CL Master and Mentor Teacher positions require a minimum of five and three years of successful teaching experience, respectively. CL Master and Mentor teachers selected from Southside ISD's current pool of qualified teachers are preferred.

CL Mentor Teacher Roles and Responsibilities: 1) Analyze student data and create and institute an academic achievement plan for the school in coordination with the principal and leadership team; 2) Provide instructional support across the campus by coordinating CLCs, providing demonstration lessons, coaching and team teaching with classroom teachers; 3) Direct professional learning and incorporate research-based teaching strategies through formal and informal professional development sessions and conduct classroom observations with follow up discussions; 4) Use the district evaluative tools for data disaggregation and provide guidance for campus-based goals; 5) Guide large job-embedded professional development (PD days) utilizing teacher and student data; 6) Monitor and support CL Mentor Teachers in leading effective CLCs; 7) Provide coaching to classroom teachers on best instructional practices; 8) Participate as a member of CLCs; 9) Plan and lead campus PD days; 10) Oversee planning, facilitation, and follow-up of Campus and District CLCs; 11) Team-teach with colleagues and demonstrate model lesson; 12) Observe and evaluate teacher classroom performance using teacher evaluation rubric and conduct follow-up ;13) Participate in all teacher evaluation trainings and become a certified evaluator; and 14) Participate in development and evaluation of educational programs.

CL Mentor Teacher Roles and Responsibilities: 1) Serve as classroom teacher and mentor to Teacher CLC; 2) Analyze school-wide student data to create and institute an academic achievement plan for campus in coordination with the principal and leadership team; 3) Utilize CLC strategies to direct professional learning campus wide; 4) Use district evaluative tools for data disaggregation; 5) Facilitate and prepare materials for weekly job-embedded CLC; 6) Plan and facilitate CLC meetings;8) Co-teach with colleagues, demonstrate model lessons, and assist in implementing curriculum.

CL Master and Mentor Teachers will receive additional compensation of $6,000 and $3,000 annually, respectively. Selection of will be made by a thorough review of personnel records, student academic accomplishments (core courses, state assessments, etc.), peer recommendations, annual evaluations, certifications, and relevant professional development. CL Master and Mentor Teachers selected from Southside ISD's current pool of qualified teachers are preferred, an external search may be required if we experience a lack in qualified and interested candidates.

Each of the aforementioned career pathway activities is designed to enhance teacher satisfaction, motivation, and effective pedagogical instruction – ultimately improving student learning, achievement, and academic performance. To further support and guide teachers' and educators' career pathways, each teacher and educator will be required to develop an Individual Professional Growth Incentive Plan (IPGP). The IPGP will be developed during the first months of each school year and will include educational and professional goals as well as desired professional development and growth opportunities. Upon development, the IPGP will be updated by the teacher and reviewed by the Principal or Assistant Principal quarterly to receive and process feedback, increase opportunities for learning and professional growth, and ensure that the teacher is on track with his/her targeted professional growth plan.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NOT APPLICABLE.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NOT APPLICABLE.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015-917	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NOT APPLICABLE.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NOT APPLICABLE.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-917	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously discussed, Southside ISD is one of the poorest districts in San Antonio, Texas. All Southside ISD schools are eligible and receiving **Title I funds.** Southside ISD serves **5,123 students** with a total annual budget of $43,241,553. As with most high-needs schools, each of Southside ISD's campuses face multiple needs and challenges including high minority and at-risk populations, high rates of student poverty, and low student achievement. Of Southside ISD's student population, **90% (4,600) are Hispanic, 80.4% (4,117) are economically disadvantaged, 14.3% (732) are English Language Learners (ELL), and 55.3% (2,832) are at-risk** (TEA TAPR 2012-13 District Profile). Compounding the district's needs are challenges experienced in increasing student achievement and college readiness. In 2012-13, **not one of Southside ISD's schools met state average** for STAAR-EOC assessments in Math, Writing, Reading of Social Studies (see *Schedule #13 Needs Assessment*) Further, in 2012 only 61% of students graduated college-ready for English Language Arts, 49% for Mathematics, and 32% in both subjects (TEA TAPR 2012-13 District Profile).

As a result of these pressing student performance needs, most of Southside ISD's limited resources are allocated for academics and student learning. Yet a growing body of research indicates that lack of student achievement can be attributed to inexperienced teachers and high staff turnover. The Measures of Effective Teaching (MET) Project recently released findings from a three-year, large scale (3,000 teachers) educational study demonstrating that the quality of teachers directly affects test score results regardless of a student's past performance (MET Project, 2013). Further, after completing an 8-year study of New York City public schools, researchers from the University of Michigan concluded that teacher turnover results in lower student scores in Math and English Language Arts (Ronfeldt, 2012).

Southside ISD attributes much of the lack of student achievement and performance to inexperienced campus administrators, teachers with limited instructional experience, minimal professional support (coaching/ mentoring), and high teacher and principal turnover. To serve its **5,123 students,** Southside ISD employs a total of **689 staff** including **21 school administrators** and **346 teachers.** Of the District's 8 Principal's, 62% (5 administrators) have three or less years of experience as a Principal while one individual is in his first year in this position. Of the District's 12 Assistant Principals, 92% (11 administrators) have three or less years of experience as Assistant Principals while 58% (7 administrators) are in their first year in this role. Average years of service for Principals and Assistant Principals at their current school are 1.6 years and 1.8 years, respectively. Of the District's 346 teachers, 72% (243 teachers) have 10 years or less experience, 32% (108 teachers) have 1 – 5 years of experience, and 7% (24 teachers) are in their beginning year. The average years of teacher experience is 8.8, almost three years less than the state average (11.5 years). Only 23% of teachers have a Master's degree and only one of 346 teachers has a Doctorate. Further, Southside ISD is chronically challenged by high principal, teacher, and staff turnover. District teacher turnover rates increased from 11.6% in 2009-10 to 14.3% in 2011-12. In 2013-14, 14.2% (49) of Southside ISD's 346 teachers and 40% (8) of the District's 21 Principals and Assistant Principals did not return.

Funding to recruit, attract, and retain effective, high quality, and experienced administrators and teachers is desperately needed in this district. However, because most available district resources are allocated for academics and student learning, limited funding is available for teacher/educator recruitment and retention, professional development or incentive/merit pay. Without financial support from external resources, Southside ISD is very limited in the opportunities and incentives it can provide to administrators, teachers, and educators. EEIP funding for efforts such as professional development, incentives/merit pay, competitive salaries, and career advancement would greatly assist in creating a robust instructional environment where Southside ISD students can learn from highly-effective, motivated, and committed teachers and educators. Funding would also include the incorporation of an educator appraisal system that presents useful data for all educators to grow professionally while being recognized for excellent performance and achievement. Without grant funding, Southside ISD will have limited resources to execute a competitive recruitment, hiring, and retention campaign to attract highly-qualified and highly-effective teachers, administrators and educators for the District's high-need schools. Job advancement opportunities would be limited without additional financial incentives to encourage educators to take on additional roles and responsibilities, directly impacting the retention of promising and effective teachers. Limited professional development opportunities would reduce teachers' knowledge of and skills in current effective instructional models, best practices, and pedagogical techniques. As a result, student learning and achievement would continue to suffer, leading to yet another generation of Southside ISD students graduating without basic academic competencies and ill-prepared for college or career. References: Kane, Thomas. *Ensuring Fair and Reliable Measures of Effective Teaching, Culminating Findings from the MET Project's Three-Year Study.* 2013. Rondfelt, M. et al. *How Teacher Turnover Harms Student Achievement.* American Educational Research Journal, 2012.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-917 | Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project LEAP's work plan and integrated timeline of activities listed below, represent a comprehensive strategy of implementing the essential activities and strategies to meet the proposed objectives and outcomes aligned to our proposed scope of work. Parties involved in activity implementation include: Superintendent-SU; Project Coordinator-PC; Principal-PP; Assistant Principal-AP Partners-PT, Master Teacher -MT, Evaluator-EV, Mentor Teacher-MM.

Activity	Milestone	Party Involved	04/14 - 6/15 Quarter				7/15 - 6/16 Quarter			
			1	2	3	4	1	2	3	4
Announce Grant Award	Schools and Community aware	SU	■							
Appoint Project Coordinator	Project Coordinator hired	SU	■							
Recruit Campus Master/Mentor teachers	Interviewed and hired teachers	PC	■							
Coordinate Master/Mentor training	Trained on various evaluation tools	PC, PP	■	■			■			
Coordinate School Workshop	School aware of activities/outcomes	PC,PP, MT		■						
Engage partners in an orientation	Partner contracts signed	PC, MT		■						
Planning meeting with all stakeholder	School schedule developed	PC, PP	■		■		■		■	
Compile educator, student, school data	Evaluators compiles data and stores	PC,EV		■						
Coordinate Principal meeting	Criteria set - Master/Mentor teachers	PC,EV,		■						
Collaborative Learning Groups meet	Roles, duties and expectations set	PC, MT	■	■			■		■	
Assign Mentors teachers	Mentors assigned to Collaborative	PC,PP,MT		■						
TxCEE SEED to Teachers	Teachers trained	PC,PP	■	■						
TxCEE SEED Training to Principal	Principal/Assistant Principals trained	PC, MT	■	■		■				■
TxCEE SEED Evaluation Training	Appropriate Educators Trained	PC,PT	■			■				■
Coordinate professional development	Educators engage in training	PC,PT		■		■				■
Coordinate peer to peer training	Master/Mentor teachers engage	PC, MT		■		■				■
Collaborative Learning Coordinated	Collaborative Planning Occurs	PC,MT,MM		■	■	■	■	■	■	■
Texas A & M professional development	Educators engage in training	PC,PP, MT		■				■		
Engage Evaluation System	Educators introduced to system	PC,PT	■	■						
Recruitment and hiring methods applied	New teachers and educators hired	PC,PP				■				■
New retention and evaluation applied	Educators retained and assessed	PC, MT,PP	■			■				■
Review training for new teachers	New induction practices applied	PC,MT,PP	■			■				■
Classroom Observation implemented	Teachers evaluated and rated	MT,PP, AP		■	■	■	■	■	■	■
Teachers implement new pedagogy	Students' academic scores increase	MT,MM,AP			■	■	■	■	■	■
Students engage AP/dual credit courses	AP/dual credit increase	MT,MM,EV			■	■	■	■	■	■
Increase student SAT/ACT participation	SAT/ACT scores increase	PC,MT,MM				■	■	■	■	■
STAAR scores collected	Student data analyzed and rated	LM,MM,EV				■			■	
Compile educator, student, school data	Evaluators compiles post data	PC,MT,EV			■	■			■	■
Value-added calculations commence	Administrators review results	PC,SU,PP			■	■			■	■
Administrators and key school staff meet	Compensation calculations finalized	PC,SU,PP				■				■
Dissemination of awards announced	Teachers/Educators receive award	PC,SU,PP				■				■
End-of-the year school meeting	Discuss lessons learned and plan	PC,SU,PP				■				■
Plan Summer Institute	Educators participate in training	PC,MT,MM				■				■
Modify program design for Year 2	Program tailored to meet needs	PC,SU,PP				■				■
Annual, Fiscal and Evaluation Report	Reports completed and sent to TEA	PC,EV				■				■
Year 3 & 4 Implemented	Students' academic scores increase	SU,PC,PP	■	■	■	■	■	■	■	■

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southside ISD's shared vision for our learning environment is built upon the accountability of all participants involved in the learning community. To accomplish this vision, Southside ISD regularly incorporates feedback from campus, district, and community stakeholders for major campus and district initiatives. Recommendations and suggestions are routinely solicited from administrators, teachers, educators, staff, students, parents, and community stakeholders through annual student/parent/teacher surveys, focus group sessions, PTA meetings, public board meetings, etc. Feedback on the implementation of new campus and district initiatives is collected, assessed, and reviewed for consideration by senior personnel, School Board members, and various campus, district, and community councils. The District has dedicated the past several years to obtaining the input and support of affected personnel groups for the parameters of those proposed through ***Project LEAP***. Southside ISD first began seeking feedback for an initiative with similar parameters in 2010 when the district became a partner in the Texas Teacher Initiative Fund (TIF). Through the participation in this initiative for the past several years, personnel interest and support for similar efforts has since grown. Southside ISD has devoted the past several months specifically to securing support for the TEA EEIP grant and are committed to ensuring that the development and progression of **Project LEAP** is in alignment with Southside ISD's prioritized needs, demands, capacities, and assets. The process of developing ***Project LEAP*** has been an ongoing collaborative effort in which substantial input and support from critical and affected personnel from each campus was obtained. To ensure the inclusion of diverse perspectives during the development of this initiative, prior to the release of this RFP Southside ISD held several campus and district meetings with school administrators, teachers, personnel, etc. to inform them of the TEA EEIP opportunity, parameters of grant funding, and to determine support for ***Project LEAP***. Upon release of the RFP, Southside ISD took a vote including all affected campus teachers, administrators, educators, and staff to determine support for this project. A clear majority vote in favor of this initiative was obtained from ALL 7 district campuses educators. Of the 346 educators submitting a vote, 80% (276) responded strongly in support ***Project LEAP*** and its proposed scope of work.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project LEAP is a district-wide initiative involving the collaboration of all seven Southside ISD schools including administrators, faculty, teaching staff, support staff, educational aides, and auxiliary personnel. Located in an extremely impoverished community in San Antonio, Texas, these schools include the following campuses: Freedom Elementary (grades EE – 4); Heritage Elementary (grades PK – 4); Julian C. Gallardo Elementary (grades PK – 4); WM Pearce Primary School (grades PK – 4); Losoya Intermediate (grades 5 – 6); Julius L. Matthey Middle School (grades 7 – 8); and Southside High School (grades 9 – 12). All Southside ISD's schools are eligible for **Title I** funds with high levels of economically disadvantaged enrollment. Collectively, these schools serve **5,123 students** district-wide ranging from Early Childhood Education to grade 12. This predominantly minority District consists of 89.8% (4,600) Hispanic, 8.7% (444) White, and 0.9% (47) students. To educate these students, Southside ISD employs a total of **689 staff** consisting of **21 school administrators**, **346 teachers**, **70 professional support staff**, **3 central administration staff**, **51 educational aides**, and **207 auxiliary staff**. Data from TEA's Texas Academic Performance Report (TAPR) 2012-13 District Profile confirm several district-wide challenges. Approximately **80.4% (4,117) of the student population is economically disadvantaged**, **14.3% (732) are English Language Learners (ELL)**, and **55.3% (2,832) are at-risk**. A district-wide comprehensive needs assessment revealed that several campuses demonstrate ongoing low student academic achievement while each school faces unique challenges with recruiting, hiring, and retaining highly-qualified and highly-effective teachers, administrators, personnel and auxiliary staff. As a result of the demonstrated need, campus leadership from all 7 campuses strongly support this EEIP initiative and have already played an active role in the district -wide needs assessment, planning stages, and development and planning of ***Project LEAP*** and proposed activities. Further, having participated in the Texas Teacher Incentive Fund (TIF) Program, District and Campus Leadership are experienced in the execution of similar programming and have agreed to help guide the direction and implementation of ***Project LEAP*** activities. Campus Leadership and instructional staff will also provide feedback and guidance through participation in varying advisory groups including the ***Project LEAD*** Leadership Team, District Educational Improvement Council (DEIC). Each campus is eager to improve educator effectiveness and, ultimately, student academic achievement and success through the implementation of ***Project LEAP.***

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